THE LOCUS OF FORMAL DECISION MAKING IN
CHRISTIAN COLLEGE COALITION INSTITUTIONS

By

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A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL OF
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The problem was to determine the perceptions of those
involved about the locus of formal decision making relative
to academic, student affairs, development, and
administration decisions for Coalition colleges. Answers
were sought to questions about which specific position
incumbents/units were perceived to be involved in making and
participating in making decisions, and differences in
perceptions based on respondent role (trustees,
administration, administration/faculty, faculty) and on
level of involvement (no involvement, provides information,
recommends, makes decision).

Data were obtained by means of a decision point
analysis instrument from 59 of the 69 institutions with 293
returns. Analysis of variance was utilized to determine
differences in perceptions.

Faculty members, academic deans, and presidents were perceived to be major decision makers in academics; deans of students and presidents in student affairs; trustees, presidents, and business officers in development; and trustees and presidents in administration. Most frequently perceived to participate were chairpersons and academic deans in academics; presidents, academic deans, deans of students, and business officers in student affairs; presidents and development officers in development; and presidents, academic deans, and business officers in administration.

Based on position, there were significant differences about who makes the decision for 6 of the 19 items and about who participates for 15. The significant differences in who makes the decision were for adding a course, changing a grade, changing an admission policy, building a building, changing the purpose of the college, and changing bylaws. Based on level of involvement, there were significant differences about who makes the decision for 3 of the 19 items. These were for adding a course, beginning a fund raising project, and filling an administrative vacancy.

It was concluded that there was considerable unanimity of opinion about who makes decisions, but little about who participates. The most frequent decision makers were those at the top of the hierarchy (trustees and presidents), and those who least frequently made the decisions were those at the lower levels (chairpersons and faculty).

CHAPTER I
INTRODUCTION

Background and Rationale

Decision-making authority in educational institutions is basic to the educational process, but the specific loci of the formal decision-making authority, especially in small private church-related colleges had not been adequately studied. Because of this lack of study, research needed to be conducted in order to know how such small colleges functioned; furthermore, results of research on the locus of decision making, conducted primarily in large public and private universities, were conflicting. Thus, there was a need for further research in this area.

Cowley (1980) traced the types of formal decision making that were emerging concurrently with the development of higher education in the United States and showed that decision making has evolved from a rather chaotic state into the basic governing units found in virtually all higher educational institutions in the United States--a board of trustees, a president with supporting administrators, and a faculty. He also indicated that there were other influences on college decision making (students, alumni, government, philanthropists, the general public) but indicated that the amount controlled by the various governing positions and units was still in controversy.

Rosenzweig's (1970) description of the control of educational institutions, although written several years ago, is still pertinent.

> To describe it is to begin to appreciate its singular nature. It is held in trust by a small group of men who hold their office for a long period of time and who are in some instances responsible for appointing their successors--who may be themselves. Responsibility for the university's conduct is conferred by its trustees upon a man hired by them and in principle answerable only to them. Given that responsibility and that line of accountability, however, this individual finds that his most important allies, adversaries, and judges are not those who hired him but two other large, quite amorphous groups. One of those groups, the one that does the chief work of the institution, consists of individuals each of whom has the security and independence of a justice of the United States Supreme Court. The other group consists of individuals most of whom are legally children but who have a capacity for trouble which is wholly adult. (p. 267)

The faculty, the group "that does the chief work of the institution," has been involved in many control battles within higher education. Cowley (1980) stated that "one of the most persistent myths prevailing in American higher education insists that a golden age once existed wherein professors operated their own institutions in some sort of 'free republic of scholars'" (p. 9). That this was a myth is borne out by studies of early American college leaders who adopted the system of their German, French, and English counterparts, none of which operated in such a manner. Harvard University, College of William and Mary, Brown University, Yale University, and Princeton University all participated in developing governing systems that were in

use at the time of the study reported herein. Even in 1983 many small church-related colleges had a board of trustees much like that established at Princeton in 1784 by Jonathan Belcher--a strong control board composed of ministers and laymen in equal proportions (Cowley, 1980, p. 47).

While a few institutions (such as Harvard) have had a bicameral structure of top control which includes the faculty in major decision making, most colleges have had a unicameral system designating much of the major formal decision making to the trustees (Herbst, 1974). This unicameral system, largely bypassing the faculty, became a major feature of the college governance structure in the United States. Herron (1969) contended that "the board of trustees is the single most important agency of an institution." (p. 42). He further stated that the trustee needed to understand his/her role because "of all organizations in the world, institutions of higher learning are in ferment, intellectually dynamic because they are rightfully committed to social improvement, and dynamic because they challenge hierarchies of thought and structure" (p. xv).

How trustees of small church-related colleges adapt to the role was not clear from the literature. Background of trustees from larger institutions investigated by Hartnett (1969) showed them to be quite conservative and that their decisions as board members probably carried the same conservatism.

It has long been thought that the board of trustees wielded the major decision-making power in colleges though these decisions may be made with little of the proper background information (Harnett, 1969, p. 135). Rosenzweig (1970) made an analysis of universities and concluded that "it is unreasonable to expect a group of men, all with full-time responsibilities elsewhere, to adequately govern the university" (p. 270). While the decision-making responsibilities of trustees have been listed by numerous authors, Franzreb (1978) and Rosenzweig (1970) intimated that board members are generally unaware of educational administration, that most are even unaware of the purposes of the institution they represent, and that many would be surprised at the legal responsibilities they have assumed.

Legal decision-making authority vested in a board of trustees is quite encompassing with the definitions and limitations of that authority contained in the corporate charter of the institution and in the laws of the state of incorporation. In general, the board member is charged with acting "fairly and responsibly in protecting the institution's resources and interests" (Kaplin, 1978, p. 48).

Unlike public institutions whose authority may be vested in a state constitution that cannot be easily changed, somewhat less stringent limits are imposed by the state on private college through their articles of incorporation. The courts in Burnett v. Barnes (1977) and Stern v. Lucy Hayes National Training School for Deconnesses and Missionaries (1974) provided considerable leeway for

private colleges: trustees could change the college bylaws so long as the change was not inconsistent with the college articles of incorporation and/or the laws of the state (Kaplin, 1978, p. 46).

These articles of incorporation, including any decision-making authorities associated with them, constitute a binding contract between the state and the college. This compatible separation is consistent with the landmark Trustees of Dartmouth College v. Woodward (1819) case in which it was ruled that a private college operating with a state-granted charter had the right to exist without being taken over by the state. Other court cases relative to the decision-making authority of trustees have been few. Only one was noted by Kaplin (1978)--financial responsibility. This responsibility was discussed in Stern and it was held that boards of trustees and corporate directors can be held accountable for mismanagement, nonmanagement, and self-dealing. It also extended the responsibility of boards (which could not be delegated) to maximize the trust income by prudent investments (Kaplin, 1978, p. 48).

Kaplin (1978, p. 50) further stated that some confusion existed over trustee delegation of decision-making authority. In several cases boards have been held responsible for a decision even when it was delegated to administrators (e.g., the president, deans), faculty, and/or campus agents (e.g., police, student organizations, campus newspaper).

While legal decision-making responsibilities and duties are largely a part of the bylaws, liability for tort, even by those to whom the board has delegated authority, falls on the board of trustees. Without the sovereign immunity of some public institutions, liability for contracts made by subordinates at private colleges, whether delegated or not, often becomes the responsibility of the board or even the individual members of the corporation (usually the officers of the board) (Kaplin, 1978, pp. 61-67). Therefore, boards of trustees of private institutions are often in a dilemma-- they must make decisions for which they may not be properly prepared and they must accept the responsibility for decisions made by subordinates over whom they may have little effective control.

While legal decision making of private colleges and universities has been adjudicated to some extent, during the 1960s and 1970s policy and operational control was still in turmoil. George Pake (1971) writing in _Science_ noted the following:

> How does it happen that universities which once could manage, now cannot? There is not a simple answer, but I keep coming back to the faculty. The faculty holds the power in a practical sense; the trustee holds it in a legal sense. If the faculty were to responsibly delegate power to the administration as effectively as the trustees have in recent decades, I believe that able university administrators could, in fact, cope with today's crisis. But the faculty has been unwilling to do so. As the faculty has become larger, more unwieldy, and more concerned with individual professional pursuits, it has become less able to exercise its powers. Where small student or nonstudent elements have brought whole institutions to a halt, they have thrived on this vacuum of power. (pp. 915-916)

Rosenzweig (1970) gave the faculty a similarly high

responsibilty:

> In the end the faculty constitutes the only hope
> for genuine self-government of the campus. This
> is not because they can, themselves govern; they
> cannot. It is because they are the only group on
> campus with the authority and the prestige to
> establish the rules of the game, the ways in which
> things can and cannot be done--not so much the
> substance of policy as the process from which
> substance emerges. Equally important, they are
> the only group that can confer on the president
> and his administration sufficient legitimacy to
> enable him to enforce those rules. Trustees can
> take similar action by brute force, but only for a
> short time and at exorbitant cost to the
> institution. Only the faculty can act in a way
> that strengthens rather than weakens the
> institution. (p. 272)

Laird Bell, a member of the trustee boards of the University

of Chicago, Carleton College, and Harvard University felt

that

> trustees had best bear in mind that they could not
> be College faculty and that they should keep their
> hands off education. . . . Once overall policy is
> decided it ought to be true that the educational
> experts should determine how the policy is to be
> implemented. (Special Trustee Committee, 1957, p.
> 24)

Few educational institutions openly concede operational

decision making to the faculty, especially if that means a

weak presidency. However, Yale instituted such a policy in

the early 1800s (Pierson, 1952, p. 129) and to a great

extent it was still the same at the time of this writing.

Cowley (1980, pp. 91-94) discussed four areas where

decision-making authority is often the purview of the

faculty: discipline, admissions and degree requirements,

teaching effectiveness, and curricula along with the

associated instructional materials and methods. In this connection it should be noted that colleges controlled by churches often have heavy outside influence on curricula and accreditation associations dominate some segments of all education programs.

Although some early writers went so far as to suggest that faculty take over all decision making by doing away with administration and the board of trustees (Veblen, 1918/1965), most authorities, including the American Association of University Professors (AAUP), have taken a different approach. In 1960 the AAUP endorsed a multicameral concept of academic government making the faculty and trustees mutually, even though differentially, involved in decision making (American Association of University Professors, 1960).

Most boards of trustees delegate much of the operational decision making, not to the faculty, but to the president. In fact, some trustees have advocated a rather complete delegation of such authority; consider the following by Charles Coolridge while a member of the Harvard board:

> I can sum up the rules of conduct for trustees by a big don't--DON'T MEDDLE. . . . You must realize that you are not an expert in education. . . . As I see it, the job of a lay member of a governing board...boils down to this: Do your best to see that the organization is good, that it is well manned, and that it runs smoothly--but don't try to run it. Make your decisions on evidence furnished by experts, and not on your own imperfect knowledge of academic affairs. If you do that, I think you will be of real help to the President, and that is my view of what you are

there for. (Special Trustee Committee, 1957, pp. 23-24)

While control over operations and execution of policy in most educational institutions is vested in a president (Balderston, 1974, p. 88), early experiments in college management resulted in some institutions being controlled by committees, either from the board of trustees or from the faculty. A few, such as the University of Virginia in the 1900s, operated without a president. However, such experiments were short-lived and, in the last few decades the president has had the strongest influence in educational decision making (Cowley, 1980, p. 45).

It is generally thought that the trend leading to the position of strong influence of the president had its genesis in the works of Frederick W. Taylor, the industrialist who conducted time and motion studies in the late 1800s (Cowley, 1980, pp. 63-64). One of his disciples, Morris L. Cooke, carried Taylor's scientific principles to education when in 1910 the Carnegie Foundation published his work under the title of Academic and Industrial Efficiency.

Three of Cooke's 1910 concepts may have led to major changes in the decision-making power of the president-- functional organization, efficiency, and operations research. The first, functional organization, found wide acceptance in educational circles. Present day governing positions such as vice president and dean received their impetus from this concept, and the line and staff system has become widespread in educational institutions. Since the

structure in educational institutions, much decision-making power has gravitated in that direction.

The second concept, efficiency, was heavily advocated as a decision-making guide by Taylor for industry and by Cooke for education. Although it gained credence in industry, education has been able to implement it only to a small extent. Although presidents offer numerous decision alternatives intended to produce efficiency, waste is still a major part of modern education institutions (Cowley, 1980, p. 63). Regardless of whether such efficiency or lack of it is useful to education, it has been used by presidents to charge that rival bodies should or should not have decision-making authority.

The third concept, operations research, has not generally gained wide acceptance in educational institutions (Balderston, 1974, pp. 69-72). However, in some places such research has become a major influence on institutional decision making (Van Dusseldorp, Richardson, & Foley, 1971). Since such research is often ordered by or prepared for the president, its use is usually the prerogative of the president and results in increased presidential power.

Despite the evolutionary process that has permitted survival and led to a workable situation at most higher education institutions, "the steadiest fires of controversy involve the proper relationship of professors, presidents, and trustees" (Cowley, 1980, p. 199). As is detailed in the next chapter, the decision-making relationships among these

groups had been studied in some detail for universities; however, there had been little study of decision making in private church-related colleges. Therefore, the focus of the research herein was the locus of formal decision making within the various governing positions and units in such colleges.

The Problem

Statement of the Problem

The problem of the study was to determine perceptions of those involved about the locus of formal decision making in four basic areas for small church-related colleges. More specifically, answers to the following questions were sought:

1. To what extent are specific position incumbents and units perceived to participate in decision making in specific decision areas (i.e., academics, student affairs, development, and administration)?

2. Are there differences by decision items within the four decision areas (academics, student affairs, development, and administration) in perceptions of the extent to which position incumbents and/or units are involved in making a decision and participate in making a decision based on the position held by the respondent (i.e., trustee, administrator, faculty/administrator, and faculty member)?

3. Are there differences by decision items within the
    four decision areas (academics, student affairs,
    development, and administration) in perceptions of
    the extent to which position incumbents and/or
    units are involved in making a decision based on
    the respondent's perceived involvement in the
    decision (makes decision, recommends decision,
    provides information, or no participation)?

Limitations and Delimitations

While conducting the investigation several restrictions
were observed. The population for the investigation was
confined to representatives from each of the 69 church-
related colleges that made up the Christian College
Coalition as of August, 1982 (see Appendix A). Further, the
population was confined to the role incumbent from each
college for the following administrative positions:
president, chief administrator for academic affairs, chief
of business affairs, chief student affairs officer, and
chief development officer; and the following selected by the
president: one trustee, one department chairperson, and one
faculty member.

The total number of role incumbents who could possibly
be involved from the 69 institutions was 552, and the total
number of responses received was 293. Of the 69
institutions involved 59 provided some usable data, 3
institutions refused to participate, 2 institutions simply
sent summary information which could not be utilized in the

format provided, and 5 institutions did not respond. The 293 respondents included 23 trustees, 34 presidents, 41 academic deans, 38 chief business officers, 41 chief student affairs personnel, 38 development officers, 43 department chairpersons, 33 faculty members, and 2 others.

It was recognized that the lack of a 100% return from the sample could limit the extent to which the results could be generalized. In an effort to deal with this basic weakness in survey research, an analysis was made of those role incumbents who responded to the first request in comparison to the responses of those responding to the second request (257 versus 36). This comparison was done using a chi square analysis for each of the items on the decision point analysis instrument which was used to gather the data. It was found the there were no significant differences at the .05 level between the two samples. Therefore, it was felt that the less than 100% sample return rate didn't create a major bias because the differences between those responding the first time and those who followed was not significant. (Also, the data from the two summaries received were similar to that provided by the usable samples.)

Given the nature of the problem, a descriptive survey design was used (Fox 1969, Chap. 15). This design, included as an ex post facto quasi experimental design in Campbell and Stanley (1963), dictates that two conditions must be met:

1. There is an absence of information about a problem
    that has educational significance.

2. The situation from which the information may be
    obtained exists and the data can be gathered by
    the researcher (Fox, 1969, p. 24).

Campbell and Stanley (1963, p. 64) discussed the
correlational cause and effect aspects of the ex post facto
design. However, in the present study no claims are made as
to the relation between the success of one college over
another and certain decision-making methods, or between a
specific decision and a change in subsequent success of the
college. At best the external validity extends to the
sampled population, the private church-related colleges of
the Christian College Coalition. Generalization to all
Christian colleges was not possible although the sampled
population represented a sizable proportion of all Christian
colleges.

It was recognized that the validity of the decision
point analysis instrument could be questioned. The
mechanics of the design of such an instrument had been used
previously (Holcombe, 1974), but modifications were made for
use in the present study. Therefore, only face value could
be claimed.

Definition of Terms

Decision areas. Divisions generally delineated in
small colleges--academics, student affairs, development, and
administration.

Decision point analysis instrument. An opinionnaire instrument presenting statements of individual decisions that must be made at educational institutions and the area in which these decisions may be made.

Governing units. The board of trustees, administration, administration/faculty, and faculty.

Governing positions. The board of trustee members, president, chief of academic affairs, chief of business affairs, chief student affairs officer, chief development officer, departmental chairpersons, and faculty members.

Locus. The role position/unit that has the effective responsibility for decision making in specific task units of the institution. This may include the actual making of the decision and/or participation in the making of a decision.

Position incumbent. The individual involved in key decisions identified in this study.

Private church-related colleges. A nonpublic institution controlled by a religious denomination.

Procedures

Introduction.

In order to conduct this study of the locus of formal decision making in private church-related institutions, it was necessary (a) to determine the colleges to participate in the study and the governing positions/units within the colleges that could contribute to decision making; (b) to select the position incumbents who would be the actual participants; (c) to select a means of determining

perceptions of these persons; (d) to determine procedures for the collection of the data; and (e) to analyze the data in terms of the questions. In the paragraphs following attention is given to each of these topics.

Selection of the Colleges

As was discussed previously most of the research in decision making within higher education has been done in large colleges and universities. The target population for this study was a group of small private Christian colleges, in particular, those 69 colleges that had membership in the Christian College Coalition (Appendix A).

The Christian College Coalition was formed in 1976 when a group of Christian liberal arts colleges combined forces to help preserve and strengthen their Christian convictions. The Coalition, a Washington, D.C. based organization, had the following objectives:

1. The monitoring of public opinion, legislation, judicial activity, and governmental regulations on matters which affect the freedom of Christian colleges to function educationally and religiously.

2. The development of unified positions on critical issues for presentation to governmental agencies, other organizations, and those influential in the formation of public policy.

3. The development of well-researched positions on potential erosions of religious and educational

freedom in the Christian college movement.

(Christian College Coalition, 1979)

The Coalition was governed by a board of directors of nine members, each being the president of a Coalition college. An executive staff was elected by the board of directors and was made up of a chairman of the board, president of the Coalition, and a secretary.

Participants Within Each Institution

To determine decision-making perceptions by individuals in the colleges it was necessary to identify persons who were incumbents in several comparable positions. Therefore, determination was made to seek persons representing each of the generally recognized major governing positions and units in small private colleges. Specifically, it was decided participation was needed from the governing board of trustees, administrators in the chief areas of operation (i.e., administration, academics, student affairs, and development), persons who were full-time faculty members, and part time academic administrators who also teach (i.e., division/department chairpersons). Therefore, participants in this study included members of the board of trustees, presidents, academic deans, business officers, chief student affairs officers, chief development officers, division/department chairpersons, and faculty members.

Of the 552 possible respondents in the population (69 colleges and 8 positions) opinionnaires were returned by 293 role incumbents (23 trustees, 34 presidents, 41 academic

deans, 38 business officers, 41 deans of students, 38 development officers, 43 department chairpersons, 33 faculty members and 2 others [i.e. an athletic director and a director of marketing]). This represented a sample of 53% of the population. As has been noted, in an effort to support the case for generalization to the Christian College Coalition, an analysis of the responses from the initial mailing was compared with the responses after a repeated appeal and no significant differences between the two sets were found.

Instrumentation

Even though there has been considerable diversity in methodology used to study the locus of decision making, most frequently such studies have been based on the social-research questionnaire style as delineated by Oppenheim (1966). Such an approach was used by Baldridge (1971a) in his study of the political model of the New York University system, and by Gross and Grambsch (1974).

A research technique to help "translate the theoretical concern into applied research" (Holcombe, 1974, p. 16) was realized with the development of a decision point analysis instrument. The instrument was first developed by Eye, Gregg, Francke, Lipham, and Netzer (1966) as part of a project for the United States Office of Education related to the decision-making responsibilities of school administrators and teachers.

The instrument was subsequently used by Fogarty and Gregg (1966) to test relationships between personal

characteristics of public secondary school superintendents and the centralization of decision making. Two studies that used the instrument in community colleges were McCluskey (1972) who used a modification of the instrument in research of student personnel decision making and Scaggs (1980) who studied decision making for curriculum change. The basic instrument structure for the present research came from these studies, although the items of each of the task units and the governing positions/units in the instrument were altered to fit peculiarities of the present study.

Data Collection.

Data were collected using the 19-item decision point analysis instrument with decision statements unique to this research (Appendix B). The statements were divided into four decision areas--academics, student affairs, development, and administration--with decision statements/items for each area.

Endorsement from the Christian College Coalition was sought, and a letter was sent by the president of the organization to each president of a Coalition college encouraging them to participate in the study. A cover letter to the presidents, an introductory letter to the role incumbent, and the decision point analysis instruments were sent to presidents of the Coalition colleges. The presidents were asked to select the persons to complete the opinionnaire and have them returned to the researcher. Two

hundred ninty three opinionnaires had some usable item responses.

As has been noted, opinionnaires from 52 of the 69 colleges were received from the first mailing. A second mailing was made to those colleges not responding to the first mailing, and opinionnaires were received from seven additional institutions. This represented some usable responses from 85% of the colleges. Three additional colleges wrote letters choosing not to participate, two sent summarized opinions from the president (neither of which were used in the analysis), and no response was received from five institutions.

Data analysis

To answer the first question, tabular distributions of responses for the total group of respondents by decision-making areas and items were made.

To provide answers to the second and third questions, a single factor analysis of variance (ANOVA) was used to compare the perceptions of the incumbents of the various governing units and positions. The statistical null hypotheses tested were as follows:

1. There is no significant difference at the .05 level by decision items within the four decision areas in the perceptions of the role incumbents from the various governing positions (board of trustees, administrators, administrator/faculty members, and faculty members) about who makes the

decision and who participates in making the
decision.

2. There is no significant difference at the .05
level by decision items within the four decision
areas in the perceptions of the role incumbents
about who makes the decision based on their level
of participation in the decision (makes decision,
recommends decision, provides information, or no
participation).

In applying the analysis of variance in relation to the
first hypothesis, for each decision item the four governing
groups (trustees, administrators, administrator/faculty, and
faculty) were treated as levels within the factor and the
positions were treated as an ordered series and assigned a
number based on level in the administrative hierarchy as
suggested by the literature (i.e., trustees, president,
academic dean, chairperson, faculty, and "other"). The
trustees, being at the top level of the hierarchy were
assigned a 1, the president a 2, and so on. In instances
where there was a significant F, the Tukey multiple
comparisons test based on the studentized range was used as
a follow up procedure in an effort to determine the
location(s) of the difference(s). This was done for both
"makes decision" responses and "participates in making
decision" responses. The same procedure was followed for
the second hypothesis except the levels within the factor
were the levels of perceived participation (no

participation, provide information, recommend, and make decision) and the analysis was done for the "makes decision" responses only.

Organization of the Remainder of the Study

Contained in Chapter II which follows immediately is a review of the relevant literature. Chapter III is devoted to presentation of the data relative to the three basic questions which gave direction to the study. Chapter IV contains the summary, conclusions, and discussion.

CHAPTER II
REVIEW OF THE LITERATURE

Included in the present literature review of the locus
of decision making is research and authoritative opinion.
The review is divided into studies and authoritative opinion
that deal with more than one governing unit and those that
deal with a single governing position and/or unit. In all
of the major studies the researchers have concerned
themselves with universities, mostly public. There are some
limited data available about large private colleges and
universities and some authoritative opinion about small
colleges. The review is concluded with a critique.

The authoritative opinion approach was taken by
Sammartino (1954) when he was president of Fairleigh
Dickinson College. He pointed out that the small college
president makes decisions that have to do with departmental
organization, public relations, evaluation of instructors,
guidance of students, fund raising, alumni, parents, food
service, office management, custodial service, and the
library. This constrasts sharply with the statement by
Daniel Griffith (1959) concerning universities that "it is
not the function of the chief executive to make decisions;
it is his function to monitor the decision-making process to
make certain that it performs at the optimum level" (p. 89).

Between these two ideas is a wide diversity of thought as to what happens and what should happen in decision making in educational institutions.

Although this review could extend back several years, it is limited to literature since the 1960s primarily because authorities such as Griffiths (1969, p. 19) have suggested that only in the 1960s were educational institutions becoming serious about the study of decision making.

Multiple Governing Unit Literature

On the university level, three major research studies that included decision making of the various governing positions have been made since the 1960s: Gross and Grambsch (1968, 1974); Baldridge (1971a); and Cohen and March (1974). Although the data from these researches lend themselves more to the study of goals related to perceived decision making, the relationships to perceptions of individuals involved in decision making is obvious.

The Gross and Grambsch Studies

Gross and Grambsch (1968, 1974) using an opinion-naire/questionnaire developed by the authors as their data collection instrument, conducted two surveys involving 68 universities (public and private), one in 1964 and one in 1971. Comparisons between the 1964 and 1971 data showed that the perceived decision-making power structure differed little between the two surveys.

In almost all the universities in the samples the president was perceived as having the most decision-making power with trustees perceived only slightly less powerful. Participants were asked (a) to rank the goals of the university from absolutely top importance to little or no importance, (b) to indicate which governing position had the least say in making decisions, (c) to decide whether the influence of these positions had increased in the last seven or eight years (in the 1971 survey), and (d) to indicate the perceived power thought to be held by him/herself. The two surveys showed that students, faculty, and the federal government gained in influence in private universities, while students, legislators, trustees, and state government gained some influence in public universities.

Several conclusions concerning these data were drawn by Richman and Farmer (1974). One, power may be different in state universities than in private institutions. Two, external groups probably have much more power in the public sector. Three, there may be an expansable supply of power judging from the total scores in the public sector being substantially higher than in the private sector.

Richman and Farmer (1974) pointed out that one of the major results of the studies was that "a more important role in decision making has now become available to a wider spectrum of participants who are now able to influence each other to a greater extent than previously" (p. 162). They

went on to state that "the power structure at many institutions has probably been shifting substantially to outsiders and perhaps also to a lesser extent to potential students as compared with the faculty and administrators" (p. 163).

The Baldridge Study

Baldridge (1971a, 1971b) studied the New York University system during the 1960s, and through this study he developed a description of a new method of governance--the political model. He concluded that conflict is a natural part of the goal-setting and decision-making process, that small groups of political elites act as the major decision makers, and that decisions are influenced greatly by external interest groups with internal groups left with little power. According to Cleary (1978), who commented on the Baldridge study, the political model is established through debate and governance is administratively assigned through the president. Roles of perceived responsibility were delineated in the Baldridge study for the various governing areas of the university system. He further pointed out that the central administration (used interchangeably with presidents) had been successful in gaining decision-making power as the degree of confidence of faculty members in administration had risen since similar data were taken in 1959.

The study also dealt with the amount and degree of influence in 10 major decision areas. The central

administration was shown to have had the greatest influence overall, and to have clearly the dominant role in influence over college budget, university budget, physical plant, master plan, and public relations.

Richman and Farmer (1974) pointed out that this study also showed that power may not be finite:

> Baldridge's studies suggest that power and influence do not necessarily come in fixed cans, and that by filling power vacuums and initiating actions and decisions, one can often gain power and influence without others losing any of theirs, in the net sense at least. (p. 167)

The Cohen and March Study

This 1974 study included interviews with 41 university presidents, 36 chief academic officers, 36 chief financial officers, 28 other officials close to the president, and student leaders and editors at 31 public and private university campuses across the country. The authors concluded from their results that power was rather ambiguous and diffused at institutions of higher learning even though the president usually exerted the most influence over individual decisions.

Cohen and March (1974) called the model that they found organized anarchy. Richman and Farmer (1974) summarized its basic properties:

> Organized anarchies include ambiguity of purpose and problematic goals; unclear technology; fluid participation; ambiguity of power; ambiguity of services; in particular presidential success. Cohen and March believe that organized anarchies should not be viewed as vehicles for solving well defined problems, but more as a collection of choices looking for problems, issues and feelings

> looking for decision situations in which they
> might be aired, solutions looking for issues to
> which they might be answers, and decision makers
> looking for work. (p. 31)

Balderston (1974) also commented on the model.

> The presidency has to tend, and periodically
> engineer, changes in the complex structure of
> organization. In each major area, large numbers
> of decisions have to be made. Thus, it is
> necessary to develop adequate general policies
> and accompanying procedures, so that most of these
> decisions can be made quickly, near the point
> where they need to be made. Only those large,
> exceptional, or ad hoc cases that can not be
> settled in a decentralized way should have to be
> passed on to higher levels. As Cohen and March
> point out, problems may not actually be resolved
> at all but may instead be held in "garbage cans".
> (p. 89)

Single Governing Unit Literature

There was much literature that placed emphasis on the
board of trustees. A diverse view of the trustee's
decision-making role was presented. This diversity and
multifaceted makeup of boards, especially in small colleges,
make it difficult to see just what role boards of trustees
do play in decision making.

The literature abounds with statements concerning the
phenomenological nature of boards of trustees in American
institutions. Although boards can be found in many kinds of
institutions, educational institutions are almost always
seen as "controlled" by a board of trustees. Heilbron
(1973) offered the following description of the trustees
around the campus:

> From the viewpoint of the administration--the
> president and deans--the trustee is a personnel

problem who requires special handling according to
his humor and temperament. But he is also a
sounding board, a buffer against pressures from
faculty, students, and outside agencies. He is a
perpetual student who must be educated by the
administration in time to meet a crisis, a
fabricator of prefabricated policies. From the
viewpoint of faculty he is a meddler in
educational affairs, a possible vehicle for
overturning the administration and transferring
its authority to the faculty; an agent to procure
the appropriations the faculty wants; a man with
corporate bias who seeks to run the college like a
business; sometimes a kind and friendly soul who
might be brought to the door of the temple but
should never be allowed to enter or share the
secrets of the brotherhood. From the viewpoint of
students, he is a member of the older generation
who usually cannot understand, often immobilized
by tradition, occasionally preoccupied with hair
and hangups, a symbol of the establishment;
actually, no more harmful than Dad, and
surprisingly, one who can be talked to when
protesting requirements and asking for change.
From the viewpoint of other trustees, he is a
pretty good fellow (though he may be a little too
talkative or too taciturn or too liberal or too
conservative); interested only in a better
educational program; wanting to do a fair, honest,
constructive job; unhappy when there is friction
in the college community; willing to cooperate
with all parties; expecting no public thanks and,
in this respect, not being disappointed. (p. 2-3)

Armour (1965) had his own description:

He seldom makes the meeting in the fall;
An afternoon in spring, at best, is all
The time he has to give to education,
So busy is he with his corporation.
And if his watch is often in his hand,
The other gentlemen will understand
That though it is, admittedly, a pity,
He has important business in the city,
So, having been assured there are no Reds
And shaken hands with all department heads
And heard the Prexy's hopeful parting bit
About a way to end the deficit.
He leaves the academic scene behind
And shortly puts it safely out of mind.
His name, they say, is one that carries weight
When listed in the catalogue, and fate
And taxes willing, doubtless will appear
Upon a building almost any year. (p. 105)

Most scholars writing on the subject have a list of decisions that should be assigned to the board of trustees. Some of them are more detailed than others, but all are supposedly what the responsibilities should be. One of the most concise lists was offered by Rauh (1969):

1. They hold the basic legal document of origin.

2. They evolve the purpose of the institution consonant with the terms of this document.

3. They seek a planned development.

4. They select and determine the tenure of the chief executive.

5. They hold the assets in trust.

6. They act as a court of last resort. (p. 9)

The tenor of Rauh's (1969) writing indicated that he felt most trustees might not be aware of the purpose or the bylaws of the institution. He proposed that the faculty and president usually have more influence on the institution than all of the trustees combined. He further commented that wherever the influence is held or whatever the locus of influence, by position or unit, it is probably a function of pure chance forced by fiscal contingencies.

Potter (1976) suggested that the trustees were more involved in the day-to-day decision-making responsibilities of the college. He identified the following specific areas in which trustees were involved: (a) selecting, evaluating, and terminating the president; (b) ensuring professional management of the institution; (c) purchasing, constructing,

and maintaining facilities; (d) defining the role and mission of the college; (e) engaging in public relations; (f) evaluating institutional performance; (g) preserving institutional independence; (h) creating a climate for change; (i) insisting on being informed; (j) engaging in planning; and (k) assessing board performance (pp. 11-12).

Included in the above responsibilities is a decision responsibility that was found in only one other list (Carnegie Commission, 1973)--the trustee as a change agent. Most authors felt that few boards functioned in the role of change agent.

Clark Kerr (Conversations, 1973) presented a series of decision-making responsibilities that if followed would make the board much more the locus of the control center of the institution:

1. Study their own membership to develop a board of fully independent and devoted members who are sensitive to but not committed to the views of several constituencies that relate to the institution.

2. Protect the essential independences of their institutions from external control.

3. Review periodically the purposes of their institution.

4. Assume the forward motion of their institutions as against the current "survivalist" mentality of so

many in the academic community. This includes the
selection of active presidents.

5. Manage their resources effectively.

6. Contemplate levels and nature of future
   enrollments and plan adjustments in advance. This
   includes potential adjustments in faculty
   cooperation, tenure and non-tenure, and
   participation of women and members of minority
   groups.

7. Be cognizant of the new mentalities developing
   among faculty members and students, new attitudes,
   new motivations and interests, and new styles of
   life. To be in touch.

8. Assure a voice for trustees at the state and
   federal levels when matters of common concern are
   under discussion such as tax policy on gifts and
   policies on control over higher education. (p. 53)

Kerr would have the trustee be the "brain" to recognize
and/or overrule the various "mentalities" of the
institution. How this was to be done in the modern college
or university was not explained.

Of a more pertinent nature to the present study was the
discussion of decision-making responsibilities of church-
related college boards by Messersmith (1964). These
decision responsibilities were supposed to be "actual"
decision-making duties rather than "should be"
responsibilities, although Messersmith qualified his

position by pointing out that he was being optimistic. His decision-making list included policy matters, budget approval and control, current operations, planning and financing physical facilities, administrative services, faculty and student services, and curricular and extracurricular activities.

The Messersmith (1964) decision-making list was the only one that gave the trustees the duty of financing current operations. Also, Messersmith provided the only definitive statement found about decision-making responsibilities in small private colleges.

Rauh (1969) researched small colleges and included 20 topics commonly considered by boards, but whether decisions concerning these topics were ratified or actually made by the board of trustees was unclear. The following categories were delineated: personnel (faculty appointments, wage scales of nonfaculty personnel, retirement plans); student life (dormitory rules, athletic programs, policies on student-invited speakers); finance (investment, budget analysis, long-range planning); plant (development of a campus master plan, selection of an architect, architectural drawings for a particular building); educational program (decision about a research contract, changes in the undergraduate program, instructional methods, library services, admissions policies); and external affairs (fund-raising plans, alumni affairs, selection of a new trustee).

Rauh further pointed out that even though in private

colleges trustees are considered the college legally (also
see Chambers, 1976) they are not as involved in college
programs as those trustees in other public colleges. "At
the highest level of involvement . . . [trustees in] private
institutions are consistently less involved than all
trustees combined. This suggests a stronger commitment of
these trustees to delegation of management functions to the
college staff" (p.190).

Orley Herron (1969) felt that proper delegation of
decision making duties was only possible with proper
communication (also discussed by Balderston, 1974, pp. 82-
85). He prepared a checklist questionnaire to study the
communication between boards and other areas of the college
(president, faculty, students). Most of the returns were
from large colleges and universities although a few were
from private colleges.

Herron (1969) concluded that the use of trustee
committees was the most effective decision-making method
between the board and administration, faculty, and students.
He further concluded that each committee should have
decision-making responsibility for one of the major
divisions of the college--academic, student, finance,
development, buildings, and personnel.

About half of the boards had no response to the
questions on the regularity of committee meetings with the
president. The regularity of individual board members
contacting faculty members directly in the Herron (1969)

study was answered as "infrequently" by 40%. For contacting administration members directly, the results were virtually the same (43%). Herron did not report on some aspects of his questionnaire results; particularly lacking were results on board interaction with students and whether presidents encouraged board members to contact individuals unilaterally before making decision.

Other decision-making literature pertaining directly to presidents and/or faculty from small colleges are virtually nonexistent. Most additional research is from universities and much of it is tied to the collective bargaining process and the resultant gain in power by faculty rather than decision making per se (e.g., Garbarino, 1974; Tice, 1972). A study by Hudson in 1973 showed that the loci of decision making had shifted some toward faculty after the advent of collective bargaining, but that most major decision-making duties were within the role of the administration. He further stated that "actually making a decision may not be nearly so important to a faculty . . . as being consulted in a meaningful way in the deliberation which preceded the decision" (p. 34).

Of more pertinence to the present study (although the research was done on the university level) was the study by Dykes (1968) who studied the perceptions of faculty members on their degree of influence in academic affairs, personnel matters, financial affairs, capital improvements, student affairs, and alumni relations. The results showed that a

high majority of the faculty felt that they should always or usually determine decisions in academic affairs (86%) and personnel affairs (69%), but fewer felt the same about financial affairs (11%), capital improvements (21%) student affairs (24%), and public and alumni relations (0%). Most of the others felt that the faculty should recommend to administration in all matters.

Richardson (1980) felt that during the 1980s most presidents would be trying to seek more faculty and other outside involvement in order to share the responsibility for unpopular decisions. Goldschmidt (1978), however, in a study of the structures of power and decision making in higher education systems of seven countries, reported that professors in the United States were being consulted less, while junior academic staff, students, and nonacademic personnel were gaining in decision-making power.

In 1967 the American Association for Higher Education published a report which was to be a forecast of subsequent faculty involvement in academic governance. The following statements comprise a summary of those findings:

1. There is faculty discontent in institutions of higher learning in the United States.

2. Campus governance should be built on shared authority between faculty and administration.

3. Such shared authority should include educational and administrative policies, personnel administration, economic matters ranging from the

total resources of the institution to compensation
for particular individuals, public questions that
affect the role and functions of the institutions,
and procedures for faculty representation in
campus governance.

4. Faculty representation must be related to the
    locus of decision making in the institution.

5. Faculty should have the right to select the type
    of representation desired (e.g., academic senate,
    bargaining agent).

6. Three alternate approaches to faculty-
    administration decision making should be available
    to faculty--information sharing and appeals to
    reason; use of neutral third parties including
    arbitration; and application of political,
    educational, or economic sanctions including
    strikes.

7. The shared authority concept could best be
    implemented through an internal organization,
    preferably an academic senate including both
    faculty and administrators, with a majority of the
    senate being faculty members. Issues which
    directly affect the faculty, such as general
    allocations of budget, should be decided by the
    senate; however, some issues, such as business
    management, should be primarily the responsibility
    of the administrators.

8. An appeals procedure for unfair decisions, the
    scope of which would be determined by the senate,
    should be established including third-party
    intermediators and arbitration.

9. External professional associations should be used
    to act as a constructive complement to the senate
    by providing information and technical services
    and/or by supporting educational sanctions.

10. The faculty should have the right to choose a
    bargaining representative especially in
    institutions that have not established internal
    organizations for faculty representation.

Kerlinger (1968) writing about the same time during the
student power struggle of the late 1960s, felt that the
faculty had the legitimacy, competence, and responsibility
to make policy-making decisions concerning educational
program, curriculum, course structure and content, and
admissions requirements. If the faculty did not undertake
these responsibilities, thus forcing the administration to
make these decisions, it would lead to academic mediocrity
and result in student disrespect.

He further thought that students should be involved in
the study of educational policies and practices even to the
point of criticizing such policies by making their opinions
known at decision-making meetings, but he felt that giving
students debating and voting privileges would not be
healthy.

The struggle for decision-making power in the late 1960s and early 1970s seemed to be summarized in a 1971 seminar sponsored by the American Association for Higher Education. They discussed six major problem areas relative to the organization and governance of American higher education resulting from changes occurring in the locus of decision making--the decline in autonomy, procedural regularization (standardization), conflict recognition and management, decentralization, the challenge to professionalism, and the demise of academic mystique. Ikenberry (1971), reporting on this meeting, stated that

> the dilemma confronting higher education is that of restoration of purpose, of achieving an acceptable and manageable level of campus conflict, and of strengthening the accountability of college and university, while at the same time preserving the essential essence of the academic organization. (p. 428)

Critique

As one reviews the decision-making literature related to higher education, it is quickly apparent that only a few apply to a study of the loci of decision making in small colleges and even fewer to small Christian colleges. There is a large body of literature concerned with leadership styles and the decisions made by the different styles. (Blake, Mouton, and Williams [1981] synthesized the literature.) However, this is little help in understanding the locus of decision making in educational institutions such as small Christian colleges.

Of the work that has been done, that dealing with the board of trustees seems most relevant to the present study. The literature consisted mainly of authoritative opinion and commentary reflecting experience at one or perhaps a limited number of institutions. Also, a comment offered by several writers to the effect that the opinions expressed were concerned more with the decisions that should be made by certain governing units rather than the decisions that were actually made by the unit or position, is most appropriate. This led to a rather wide variation of opinion about what was actually done with little evidence to support the several opinions.

CHAPTER III
RESULTS OF THE STUDY

In this chapter an analysis of the formal decision-making procedures for Christian College Coalition institutions is presented. The focus of the study was on the decision-making procedures used in the colleges which ranged from 150 to 2700 students in enrollment. There were 69 members of this coalition in 1982, and some usable data were received from 59 of these institutions. The total number of responses received was 293 out of a possible of 552. As was reported in Chapter I, a chi square analysis by opinionnaire items was made between a first set of returns and those subsequently received and no significant differences at the $p<$ .05 level were found. Therefore, it was felt that although there may be certain effects on external validity, there was some reason to expect that the remaining sample from which no returns were received might not differ significantly.

The chapter is divided into three sections. First, a tabular distribution of responses to the items within the decision areas is presented both as to who makes decisions and who participates in making the decisions. Major decision-making areas of small private colleges were identified as academics, student affairs, development, and administration. The governing structures of most Christian

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colleges are organized to give attention to each of these
areas.

Second, the results of the analysis of variance to
determine differences among the perceptions of the governing
positions/units (trustees, administration,
administration/faculty, and faculty) are reported. This
includes both perceptions of the position/unit actually
making the decision and whether or not the position
incumbent was perceived as having participated in making the
decision.

Third, findings are presented relative to the analysis
of variance for the differences in perceptions of role
incumbents about the positions/units making decisions based
on their personal level of participation. The categories of
personal participation were as follows: "I made the
decision", "I recommend the decision", "I provide
information", and "No participation".

Perceptions Relative to Who Makes and Participates
in Selected Decisions

Within this section data relative to who makes and
participates in the selected decisions are presented. The
data are organized by the four decision areas common to
small private colleges: academics, student affairs,
development, and administration. Contained in Appendix C is
a numerical distribution by respondent groups from the 293
persons in regard to who is the primary decision maker and
who participates in making decisions for each item within

each of the four decision areas under consideration.
Reference to this appendix may assist the reader in having a
better understanding of the data presented herein. The
governing positions from and about which responses were
obtained were trustees, presidents, academic deans (vice
president for academic affairs, dean of faculty), business
officers (manager, vice president for finance, treasurer,
comtroller), deans of students (vice president for student
affairs/student services/student development/student life),
development officers (vice president for public affairs,
director of college relations, vice president for
institutional advancement/church relations), academic
department chairpersons, faculty members, and others (one
athletic director and one director of marketing).

Academic Area

Presented in Table 1 are the perceptions of the
respondents in regard to who actually makes decisions
relative to five selected academic items. Four role
incumbents were most often perceived as making academic
decisions--trustees, the president, the academic dean, and
the faculty. The trustees were most often mentioned as the
decision makers for giving faculty raises, giving
promotions, and hiring new faculty. The president was also
frequently mentioned as a major decision maker for these
items. The academic dean and the faculty were most
frequently perceived to make decisions about adding new
courses and changing grades with the faculty receiving the

Table 1

Perceptions of Respondents Relative to Who Makes
Selected Decisions Concerning Academics

	Decision Item										
	1		2		3		4		5		Totals
Governing Positions/Units	Add a Course		Change a Grade		Hire New Faculty		Faculty Promotion		Give Faculty Raise		
	n	%	n	%	n	%	n	%	n	%	n	%
Trustee	6[a]	2.1	0	0.0	53	18.5	71	25.4	91	31.3	221	15.5
President	14	5.2	0	0.0	121	42.3	75	26.1	101	36.1	311	21.9
Academic Dean	111	38.2	57	20.4	105	36.7	90	32.9	78	28.6	441	31.3
Business Officer	0	0.0	0	0.0	0	0.0	0	0.0	2	0.7	2	0.1
Dean Students	0	0.0	0	0.0	0	0.0	2	0.4	0	0.0	2	0.1
Development Officer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Chairperson	18	6.3	7	2.5	4	1.4	2	0.7	2	0.7	33	2.3
Faculty	116	40.3	207	74.2	3	1.0	23	8.6	1	0.4	350	24.8
Other	23	8.0	8	2.9	0	0.0	17	6.1	9	3.2	57	4.0
Totals	288	100.1[b]	279	100.1	286	99.9	280	100.2	284	101.0	1417	100.0

a
Six respondents perceived the trustees to have made the decision.
b
Percentages do not always add to 100% because of rounding.

highest percentage of mentions (74.2%) of all the academic items for making the decision to change a grade. Overall totals showed the academic dean as most frequently making academic decisions (31.3% of the time) with the faculty second (24.8%) and the president third (21.9%). Respondents perceived business officers, deans of students, and development officers as rarely making decisions relative to the academic items; they were mentioned 4 times out of a possible 1,417.

Perceptions of those participating in making decisions (Table 2) show that the department chairpersons and the academic deans were the major participants in helping to make the decisions relative to the academic items. The business officer was perceived frequently as participating in decision making related to faculty raises.

A more complete picture of total involvement can be seen by a combined examination of the "makes decision" table (Table 1), the "participates in making the decision" table (Table 2), and Appendix C for each item.

For making the decision to change the grade of a student (item 2) virtually all respondents perceived the faculty (74.2% of the mentions) and the academic dean (20.4%) as the decision makers. A few respondents indicated "other" and remarked that a committee was responsible either for making the decision or participating in making such decisions. The department chairperson was indicated as having a relative high rate of participation relative to

Table 2

Perceptions of Respondents Relative to Who Participates
in Making Selected Decisions Concerning Academics

Governing Positions/Units	Decision Item										
	1 Add a Course		2 Change a Grade		3 Hire New Faculty		4 Faculty Promotion		5 Give Faculty Raise		Totals
	n	%	n	%	n	%	n	%	n	%	n	%
Trustee	15[a]	2.5	0	0.0	57	7.0	49	6.9	59	8.7	180	5.9
President	67	11.1	5	1.9	138	16.9	138	19.4	140	20.7	488	15.9
Academic Dean	144	23.9	103	39.3	173	21.1	179	25.1	165	24.4	764	24.9
Business Officer	11	1.8	0	0.0	22	2.7	13	1.8	102	15.1	148	4.8
Dean Students	14	2.3	9	3.4	25	3.1	12	1.7	32	4.7	92	3.0
Development Officer	8	1.3	0	0.0	12	1.5	7	1.0	29	4.3	56	1.8
Chairperson	190	31.6	77	29.4	229	28.0	179	25.1	86	12.7	761	24.8
Faculty	119	19.8	44	16.8	141	17.2	95	13.3	39	5.8	438	14.3
Other	34	5.6	24	9.2	21	2.6	40	5.6	23	3.4	142	4.6
Totals	602	99.9[b]	262	100.0	818	100.1	712	99.9	675	99.8	3,069	100.0

a
Fifteen respondents perceived the trustees to have participated in making the decision.
b
Percentages do not always add to 100% because of rounding.

changing grades, but almost no involvement in actually making the decision. This item was the only item that showed both the trustees and the president as having no involvement in making a decision. Except for Item 10, concerning disciplining a student, no other item had 0 for trustees making the decision (also 0 for participation), and no other item had 0 for the president making the decision (only 53 indicated participation) (Tables 1 and 2). It was the highest total involvement (making the decision plus participation) of the faculty for all the items.

The results relative to the decision item to hire a new faculty member (item 3) were concentrated among the president, academic dean, and trustees who had 97.5% of the "makes decision" perceptions. The department chairperson, however, had a frequent mention of participation (highest of all items for chairpersons).

For the decision to promote a faculty member (item 4), the highest total involvement was perceived to be for the academic dean. Thirty-two and nine-tenths percent of the "makes decision" responses were for the academic dean as were 25.1% of the "participates in making the decision" responses.

Perceptions of position incumbents concerning the decision to give a faculty raise (item 5) were concentrated with the higher administration and trustees (Table 1). Chairpersons and faculty members had virtually no mention as

makers of this decision, but some participation in making the decision was perceived.

Student Affairs Area

Most decisions concerning student affairs were perceived to be made by the president and the dean of students with several respondents selecting the "other" category (Table 3). Trustees were perceived to have the lowest involvement in student affairs of all the decision areas for both "makes the decision" and "participates in making the decision" (Tables 3 and 4). The student affairs area had by far the highest number of responses in the "other" category. Remarks accompanying the responses indicated that the respondents perceived frequent committee decision making in this decision area.

The decision to change a financial aid policy (item 6) had the second highest "other" perceptions of the 19 items (Table 3). Many of the attached remarks (88%) indicated that a committee was responsible for making this decision. The other "makes decision" choices in regard to this item were concentrated among the president, trustees, business officer, and dean of students. The business officer was perceived as making the decision or participating in making the decision about financial aid policy by 199 of the 278 respondents (71.6%) while the dean of students was identified by 149 of the respondents (53.6%).

The dean of students was seen as heavily involved in decision item 7 (changing parietal regulations). Of the 281

Table 3

Perceptions of Respondents Relative to Who Makes
Selected Decisions Concerning Student Affairs

Governing Positions/Units	Decision Item												
	6		7		8		9		10		11		Totals	
	Fin Aid Policy		Change Regulation		New Sport		Religious Meetings		Disciplinary Measure		Admission Policy			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Trustee	37[a]	12.9	22	7.8	51	17.9	2	0.7	0	0.0	36	12.9	148	8.6
President	99	35.3	87	30.9	108	39.8	142	50.0	61	21.2	90	31.8	587	34.8
Academic Dean	8	2.9	4	1.4	29	10.9	8	2.9	3	1.1	56	20.0	108	6.5
Business Officer	39	13.7	0	0.0	2	0.7	0	0.0	0	0.0	0	0.0	41	2.4
Dean Students	27	10.1	145	51.8	19	7.3	44	16.1	200	70.7	9	3.2	444	26.7
Development Officer	4	1.4	1	0.4	4	1.5	5	1.8	1	0.4	4	1.4	19	1.1
Chairperson	1	0.4	0	0.0	12	4.4	5	1.8	0	0.0	4	1.4	22	1.3
Faculty	8	2.9	5	1.8	15	5.5	9	3.2	1	0.4	34	12.1	72	4.3
Other	55	20.5	17	6.0	34	12.0	65	23.6	17	6.7	47	17.1	235	14.3
Totals	278	100.1[b]	281	100.1	274	100.0	280	100.1	283	100.1	280	99.9	1,676	100.0

[a]
Thirty-seven respondents perceived the trustees to have made the decision.
[b]
Percentages do not always add to 100% because of rounding.

Table 4

Perceptions of Respondents Relative to Who Participates
in Making Selected Decisions Concerning Student Affairs

	Decision Item												
	6		7		8		9		10		11		Totals
Governing Positions/Units	Fin Aid Policy		Change Regulation		New Sport		Religious Meetings		Disciplinary Measure		Admission Policy		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Trustee	28[a]	3.7	45	7.4	31	4.1	12	2.1	3	0.7	30	3.7	149	3.8
President	113	15.2	132	21.7	106	13.9	84	14.5	118	25.8	120	14.9	673	17.0
Academic Dean	143	19.0	90	14.8	131	17.1	103	17.8	70	15.3	174	21.6	711	17.9
Business Officer	160	21.4	51	8.4	107	14.0	46	7.9	19	4.1	67	8.3	450	11.4
Dean Students	122	16.2	125	20.6	118	15.4	140	24.2	78	17.0	126	15.7	709	17.9
Development Officer	82	10.9	44	7.2	69	9.0	44	7.6	16	3.5	73	9.1	328	8.3
Chairperson	12	1.6	9	1.5	54	7.1	22	3.8	9	2.0	37	4.6	143	3.6
Faculty	20	2.7	39	6.4	76	9.9	56	9.7	54	11.8	98	12.2	343	8.6
Other	69	9.3	73	12.0	73	9.5	72	12.4	91	19.9	80	9.9	458	11.6
Totals	749	100.0	608	100.0	765	100.0	579	100.0	458	100.1[b]	805	100.0	3,964	100.1

[a]
Twenty-eight respondents perceived the trustees to have participated in making the decision.

[b]
Percentages do not always add to 100% because of rounding.

respondents, 145 saw the dean of students as making the decision and 125 saw him/her as participating (Tables 3 and 4).

Making decisions involved with beginning a new sport (item 8) were perceived to be the responsibility of the president by almost 40% of the sample. The academic dean was perceived to have a higher total involvement than the dean of students.

As can be seen from Table 3, item 9, the decision to have a series of religious meetings on campus, had the highest incidence of "other" responses of all of the 19 items (65 out of 280 cases). As in the other student affairs items, committees were mentioned in a high percentage of the cases where remarks were made. The president was most frequently seen as the decision maker (50.0% of the responses) with the dean of students and the academic dean seen as frequently participating (24.2% and 17.8% of the responses).

Perceptions about acting on a disciplinary measure (item 10) were heavily concentrated in the dean of student position with 200 out of 283 responses (70.7%) being that he/she makes the decision. Total involvement was highest for the dean of student position of all the items (278 out of 283) (Tables 3 and 4). This item had one of the lowest levels of trustee involvement (0 for "made the decision" and 3 for "participates in making the decision").

Perceptions about decision-making responsibility for admission policies (item 11) were diverse. The distribution was as follows: the president, 31.8%; the academic dean, 20.0%; others, 17.1%; the trustees, 12.9%; and the faculty, 12.1%; with all other positions/units less than 4.0% each.

Development Area

Development decisions were perceived to be made by trustees almost one half of the time with presidents, business officers, and development officers perceived as the other frequent decision makers in this area (Table 5). The same positions/units were perceived as most frequently participating in development divisions (Table 6).

Item 12, the decision to begin a new fund raising project, had the highest perceived total involvement ("makes decision" plus "participates in making the decision") for development personnel (241 out of 281 responses) (Tables 5 and 6). The overall totals indicated that 44.1% of the respondents perceived the president to be making this decision at their institutions.

Except for changing the bylaws (item 19), the trustees were perceived to have the most decision-making involvement concerning the question of constructing a new building (item 13). They were selected on 235 of 283 opinionnaires as the decision makers. The president was perceived by 273 persons to have involvement, but only 44 persons said he/she actually made the decision. Of the three development items,

Table 5

Perceptions of Respondents Relative to Who Makes
Selected Decisions Concerning Development

| | Decision Item | | | | | | | |
| | 12 Fund Raising Project | | 13 Build New Building | | 14 Investment | | Totals | |
Governing Positions/Units	n	%	n	%	n	%	n	%
Trustee	104[a]	37.0	235	83.0	80	29.1	419	49.9
President	123	44.1	44	15.5	46	16.8	213	25.5
Academic Dean	0	0.0	0	0.0	1	0.0	1	0.0
Business Officer	1	0.4	1	0.4	122	44.7	124	14.9
Dean Students	0	0.0	0	0.0	0	0.0	0	0.0
Development Officer	51	17.8	1	0.4	13	4.7	65	7.6
Chairperson	0	0.0	0	0.0	0	0.0	0	0.0
Faculty	0	0.0	1	0.4	0	0.0	1	0.1
Other	2	0.7	1	0.4	13	4.7	16	1.9
Totals	281	100.0	283	100.1[b]	275	100.0	839	99.9

[a]
One hundred and four respondents perceived the trustees to have made the decision.

[b]
Percentages do not always add to 100% because of rounding.

Table 6

Perceptions of Respondents Relative to Who Participates
in Making Selected Decisions Concerning Development

Governing Positions/Units	Decision Item							
	12 Fund Raising Project		13 Build New Building		14 Investment		Totals	
	n	%	n	%	n	%	n	%
Trustee	65[a]	9.3	39	3.6	66	14.5	170	7.6
President	152	21.7	229	21.2	152	33.3	533	23.8
Academic Dean	67	9.6	158	14.6	19	4.2	244	10.9
Business Officer	128	18.3	197	18.2	113	24.8	438	19.6
Dean Students	44	6.3	115	10.6	11	2.4	170	7.6
Development Officer	190	27.2	192	17.8	65	14.3	447	20.0
Chairperson	7	1.0	37	3.4	2	0.4	46	2.1
Faculty	13	1.9	65	6.0	0	0.0	78	3.5
Other	33	4.7	48	4.4	28	6.1	109	4.9
Totals	699	100.0	1,080	99.8[b]	456	100.0	2,235	100.0

a
Sixty-five respondents perceived the trustees to have participated
in making the decision.
b
Percentages do not always add to 100% because of rounding.

chairpersons and faculty reportedly had the most
participation on this item.

The business officer had the highest involvement of any
of the incumbents on the decision to make new investments
(item 14), and except for raising tuition/fees, investing
money was indicated as the highest business officer
involvement (Tables 5 and 6). This item had the lowest
perceived involvement by chairpersons and faculty.

Administration Area

The decisions in the area of administration were almost
exclusively thought to be made by trustees and presidents.
As can be seen in Table 7, the trustees were seen as the
decision makers 60.8% of the time and the president 33.5%.
Table 8 shows that the administrators as a group were seen
as having a high level of participation.

Decisions about long-range plans (item 15) were
indicated as being the purview of the trustees and
presidents by almost 93% of the respondents. The numerical
distribution for total involvement (Tables 7 and 8) in
regard to long-range plans was as follows: trustees, 202;
president, 287; academic dean, 226; business officer 193;
dean of students, 174; development officer, 200;
chairpersons, 86; and faculty, 116. The "other" category
was also the highest outside the student affairs decision
area (71).

Decision making relative to the raising of fees (item
16) was perceived to be made by the trustees by 68.5% of the

Table 7

Perceptions of Respondents Relative to Who Makes
Selected Decisions Concerning Administration

Governing Positions/Units	Decision Item											
	15 Long Range Plan		16 Raise Fees		17 Administrative Vacancy		18 Administrative Change Purpose		19 Change Bylaws		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%
Trustee	99[a]	35.1	196	68.5	81	28.9	226	79.7	255	91.4	857	60.8
President	163	57.8	70	24.5	191	67.9	38	13.4	12	4.3	474	33.5
Academic Dean	6	2.1	1	0.4	3	1.1	4	1.4	0	0.0	14	1.0
Business Officer	1	0.4	15	5.2	1	0.4	0	0.0	0	0.0	17	1.2
Dean Students	1	0.4	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
Development Officer	0	0.0	0	0.0	1	0.4	0	0.0	0	0.0	1	0.0
Chairperson	0	0.0	0	0.0	1	0.4	0	0.0	0	0.0	1	0.0
Faculty	1	0.4	0	0.0	0	0.0	11	3.9	5	1.8	17	1.2
Other	11	3.9	4	1.4	3	1.1	4	1.4	7	2.5	29	2.1
Totals	282	100.1[b]	286	100.0	281	100.2	283	100.0	279	100.0	1,411	99.9

[a] Ninety-nine respondents perceived the trustees to have made the decision.

[b] Percentages do not always add to 100% because of rounding.

Table 8

Perceptions of Respondents Relative to Who Participates in Making Selected Decisions Concerning Administration

Governing Positions/Units	Decision Item											
	15 Long Range Plan		16 Raise Fees		17 Administrative Vacancy		18 Change Purpose		19 Change Bylaws		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%
Trustee	103[a]	8.2	56	5.3	94	13.9	38	3.2	21	2.8	312	6.3
President	114	9.0	204	19.2	85	12.6	230	19.1	249	32.9	882	17.8
Academic Dean	220	17.4	200	18.8	122	18.0	203	16.9	129	17.1	874	17.6
Business Officer	192	15.2	231	21.7	106	15.7	142	11.8	95	12.6	766	15.4
Dean Students	173	13.7	154	14.5	90	13.3	161	13.4	83	11.0	661	13.3
Development Officer	200	15.8	139	13.1	82	12.1	146	12.1	80	10.6	647	13.0
Chairperson	86	6.8	15	1.4	23	3.4	88	7.3	24	3.2	236	4.8
Faculty	115	9.1	21	2.0	31	4.6	136	11.3	45	6.0	348	7.0
Other	60	4.8	43	4.0	43	6.4	60	5.0	30	4.0	236	4.8
Totals	1,263	100.0	1,063	100.0	676	100.0	1,204	100.1[b]	756	100.2	4,962	100.0

a
  One hundred and three respondents perceived the trustees to have participated in making the decision.
b
  Percentages do not always add to 100% because of rounding.

responses (Table 7). It had one of the highest total involvements of the presidents (274 out of 286 opinionnaires responses).

The decision to fill administration vacancies (item 17) was marked by 67.9% of the respondents as being made by the president who also had the highest total involvement on this item of all the items with perceived involvement on 276 of the 281 returns (Tables 7 and 8).

Total involvement relative to the decision to change the purpose of the college (item 18) was high for the president, second only to making long range plans (Tables 7 and 8). Trustees, however, were perceived to actually make the decision in almost 80% of the cases.

The trustees were seen as making the decision in regard to item 19, changing the bylaws, by 91.4% of the respondents. This represents the greatest unanimity expressed by the respondents. It also had the highest total involvement for trustees (276 out of 279 returns) (Tables 7 and 8).

Involvement by Decision Areas for the Governing Position/Units

Table 9, which represents a synthesis of Tables 1-8, shows the frequency of perceived involvement for the four decision areas and overall for each of the governing positions/units. Involvement is shown in terms of "makes the decision" and "participates in making the decision." In the paragraphs that follow, attention is given to each position/unit in regard to the decision areas.

Table 9

Perceived Involvement by Decision Areas
for Each Governing Position/Unit

Governing Position/Unit

Decision Area and Type of Involvement	Trustees n	%	President n	%	Academic Dean n	%	Business Officer n	%	Dean Students n	%	Develop Officer n	%	Chair-person n	%	Faculty n	%	Other n	%	Totals n	%
Academics																				
Makes Decision	221[a]	15.5	311	21.9	441	31.3	2	0.1	2	0.1	0	0.0	33	2.3	350	24.8	57	4.0	1,417	100.0
Participates	100	5.9	488	15.9	764	24.9	148	4.8	92	3.2	56	1.8	761	24.8	438	14.3	142	4.6	3,069	100.0
Student Affairs																				
Makes Decision	148	8.6	587	34.8	108	6.5	41	2.4	444	26.7	19	1.1	22	1.3	72	4.3	235	14.3	1,676	100.0
Participates	149	3.8	673	17.0	711	17.9	450	11.4	709	17.9	328	8.3	143	3.6	343	8.6	458	11.6	3,964	100.1[b]
Development																				
Makes Decision	419	49.9	213	25.5	1	0.0	124	14.9	0	0.0	65	7.6	0	0.0	1	0.1	16	1.9	839	99.9
Participates	170	7.6	533	23.8	244	10.9	438	19.6	170	7.6	447	20.0	46	2.1	78	3.5	109	4.9	2,235	100.0
Administration																				
Makes Decision	857	60.8	474	33.5	14	1.0	17	1.2	1	0.0	1	0.0	1	0.0	17	1.2	29	2.1	1,411	99.9
Participates	312	6.3	882	17.8	874	17.6	766	15.4	661	13.3	647	13.0	236	4.8	348	7.0	236	4.8	4,962	100.0
All Areas Combined																				
Makes Decision	1,645	30.8	1,585	29.7	564	10.6	184	3.4	447	8.4	85	1.6	56	1.0	440	8.2	337	6.3	5,343	100.0
Participates	811	5.7	2,576	18.1	2,593	18.2	1,802	12.7	1,623	11.5	1,478	10.4	1,186	8.3	1,207	8.5	945	6.6	14,230	100.0

[a] When the responses for the items within the decision area were summed, the trustees were perceived by 221 respondents to have made the decision.

[b] Percentages do not always add to 100% because of rounding.

Trustees. As can be seen in Table 9, this governing unit was most frequently perceived as actually making a decision (1,645 of 5,343 responses). However, they were perceived the least frequently as participating in making a decision (even lower than the "other" category). Their most frequent total involvement ("makes decision" plus "participates in making the decision") was for administration decisions, followed by development, academics, and student affairs.

President. The president was perceived to have the most frequent decision-making involvement in the administrative area and the least frequent in the development area. As can be determined from Table 9, this position had the highest level of total involvement of all positions/units with 4,161 selections out of 19,573.

Academic Dean. The total involvement of the academic dean was highest for the academic area and lowest for the development area. Overall, the position was selected 3,157 times out of a possible 19,573.

Business Officer. Involvement of the business officer/manager was most evident in the administration and development areas. Involvement of the business manager in the academic area was limited (Table 9).

Dean of Students. This position had the third highest perceived total involvement (2,079 of 19,573 responses). As can be seen in Table 9, by areas the dean of students was

most frequently involved in student affairs and least frequently in in academics.

Development Officer. This position was next to the lowest in actually making the decision (85 of 5,343 responses). By areas, the highest involvement was in development and the lowest was in academics.

Department Chairperson. Chairpersons had high perceived involvement in academics, but were low in all other decision areas (Table 9). Chairpersons had the lowest total of all position incumbents/units in the "makes decision" category (56 of 5,343).

Faculty. The faculty was perceived to have its most frequent total involvement in the academic area followed by student affairs, administration, and development. Review of Table 1 shows that the frequency of "makes decision" responses in the academic area can be attributed to two items--to add a course to the curriculum and to change a grade. Of their 440 times they were selected as making the decision, 116 were for adding a course and 207 were for changing a grade.

Other. According to remarks provided by the respondents, the "other" category represented a large number of responses considered to be committee decisions. As shown in Table 9, this category was seen as having more total involvement than department chairpersons (1,282 to 1,242). By areas, the "other" choices were most frequently in student affairs and rather limited in the other decision areas.

Differences in Perceptions About the Extent of Involvement in Selected Decisions Based on the Position of the Respondent

As indicated, the second question that gave direction to the study related to differences in responses about making and participating in decisions based on the position of the respondent. To determine if there were differences, a single factor analysis of variance (ANOVA) was utilized. The groups used as levels within the factor were trustees, administrators (including presidents, academic deans, business officers, deans of students, and development officers), faculty/administrators (faculty members serving in part-time administrator roles such as department chairpersons), and faculty. Dropped from this analysis were the responses from two persons who were classified as "other" because they made up such a small percentage of the total.

To provide direction to the analysis, it was hypothesized that there would be no significant difference at the .05 level by decision items within the four decision areas in the perceptions of role incumbents from the various governing groups (board of trustees, administrators, administrator/faculty members, and faculty members) about who makes the decision and who participates in making the decision.

Differences in Perceptions about Academic Decisions Based on Position

Table 10 shows the five decision items in the academic area and the number of times that each of the role

Table 10

Number of Times Role Incumbents/Units Were Selected as Making a Decision for Academic Area Items Based on the Position of the Respondent and the Resulting F Test

Decision Item and Position of Respondent	Selected by Respondents as the Decision Maker										Computed F
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Mean	
1. Add a course [a]											
Trustee (23)	1[b]	7	14	0	0	0	0	1	0	2.8[c]	
Administration (188)	4	6	78	0	0	0	10	77	13	5.6	
Admin/Faculty (42)	0	1	11	0	0	0	6	18	6	6.5	
Faculty (33)	1	0	7	0	0	0	2	20	3	6.8	13.98*
2. Change a grade											
Trustee (23)	0	0	7	0	0	0	2	14	0	6.4	
Administration (179)	0	0	41	0	0	0	4	128	6	6.9	
Admin/Faculty (42)	0	0	7	0	0	0	1	33	1	7.2	
Faculty (33)	0	0	2	0	0	0	0	30	1	7.7	4.21*
3. Hire new faculty											
Trustee (23)	5	7	11	0	0	0	0	0	0	2.3	
Administration (187)	35	80	68	0	0	0	4	0	0	2.3	
Admin/Faculty (41)	7	17	15	0	0	0	0	2	0	2.5	
Faculty (33)	6	15	11	0	0	0	0	1	0	2.3	0.30
4. Faculty promotion											
Trustee (23)	7	4	12	0	0	0	0	0	0	2.2	
Administration (184)	48	49	59	0	1	0	2	14	11	3.0	
Admin/Faculty (40)	8	11	13	0	1	0	0	5	2	3.3	
Faculty (31)	8	10	6	0	0	0	0	4	3	3.4	0.97
5. Give faculty raise											
Trustee (22)	9	10	3	0	0	0	0	0	0	1.7	
Administration (187)	56	68	55	0	0	0	1	0	6	2.3	
Admin/Faculty (42)	17	11	12	0	0	0	0	0	1	2.1	
Faculty (31)	8	11	8	0	0	0	1	1	2	2.8	1.36

[a] Refers to the number of responses from the group; since there was one response per person, the number is equal to number of respondents from the group in the sample.

[b] The trustees were perceived by 1 trustee as making the decision to add a course to the curriculum.

[c] Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher in the hierarchy the perceived decision making.

* $p < .05$

incumbents/units were mentioned by the four respondent groups as making the decision for that item. (The reader is reminded that administration included presidents, academic deans, business officers, deans of students, and development officers and that the "others" category responses were dropped.) Also shown is a respondent group mean for each item and the F value resulting from application of the analysis of variance. (The reader is further reminded that the governing positions/units were assigned a number based on level in the hierarchy with 1 being assigned to trustees and so on. Thus, the means shown are based on the numbers assigned to the levels and the lower the mean, the higher in the hierarchy the respondent group perceived the decision making or participation.)

As can be seen by an examination of Table 10, there were two instances in which there were significant differences in perceptions based on the position of the respondent--in regard to the items for adding a new course and changing a grade. Using the Tukey as a follow-up study procedure, it was found that the difference in the first instance was caused by significant differences at the .05 level in perceptions of the trustees compared to those of the other groups. More specifically, the mean response for the trustees was 2.8 for this item, whereas the mean for the administration was 5.6, the administration/faculty 6.5, and the faculty 6.8. This meant that the trustees saw the decision to add a course being made significantly higher in

the administrative hierarchy than did the other groups.

In the second instance, The Tukey test revealed no significant differences at the .05 level between any two of the groups even though the overall difference was significant at that level. Some of the overall significance may have been in that virtually no faculty members perceived other incumbent positions/units as making the decision to change a grade (item 2) (Table 10); however, for the total group of respondents, 20.4% (57 out of 279) thought that the academic dean made the decision (Appendix C). Even 20.5% of the academic deans perceived their office as making the decision.

Even though the item for making the decision to give a raise (item 5) did not produce a significant difference at the specified level, the trustees felt that their own position had a more frequent decision-making role than the overall statistics showed (40.9% perceived themselves making the decision while 32.0% of the total sample perceived the same). As can be determined from Appendix C, the academic deans perceived that position to be less involved than the overall total (7.5% indicated their own position makes the decision while 27.5% of entire sample perceived the same). However, each of the groups perceived the decision about giving faculty a raise to be made at the upper levels of the hierarchy as evidenced by the means ranging from 1.7 for the trustees to 2.8 for the faculty. As indicated by the means for the items within the academic area, this item was the one which the respondents saw as being made at the highest

echelons of the administrative hierarchy.

Table 11 shows similar information for incumbents who were perceived to have participated in making the decision. (This involvement must be viewed in relation to the data about who makes the decision; it may appear that a role incumbent/unit had little involvement when examining only the participation data when, in fact, the incumbent may have been selected frequently as making the decision.)

As indicated in Table 11, for four out of the five decision items there were significant differences at the .05 level. There was a significant difference about participation in decisions for adding a course, changing a grade, faculty promotion, and giving the faculty member a raise. When the Tukey test was used as a follow-up for the item concerned with adding a course to the curriculum (item 1), no significant difference between groups at the .05 level was found. Further examination of the means shows that the trustees perceived the participation to be at higher levels in the hierarchy than did the administration/faculty. (As can be seen from the table the mean for the trustees was 5.1 and the administration/faculty 6.2). In regard to the item about participating in the decision to change a grade (item 2), the application of the Tukey did not reveal any significant difference at the .05 level between any two of the groups. However, inspection shows the greatest degree of difference, even though it was not significant, was between the faculty ($\overline{X}$ = 4.7) and the

Table 11

Number of Times Role Incumbents/Units Were Selected as
Participating in Making Decisions for Academic Area Items
Based on the Position of the Respondent and the Resulting F Test

Decision Item and Position of Respondent	Selected by Respondents as Participating in Making the Decision										Computed F
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Mean	
1. Add a course											
Trustee (51)[a]	5[b]	8	8	2	1	1	13	10	3	5.1[c]	22.50*
Administration (405)	8	51	95	9	13	7	125	82	15	5.4	
Admin/Faculty (73)	1	2	20	0	0	0	25	14	11	6.2	
Faculty (65)	0	5	20	0	0	0	24	11	5	5.7	
2. Change a grade											
Trustee (21)	0	0	4	0	0	0	10	7	0	6.6	2.92*
Administration (178)	0	3	71	0	8	0	51	28	17	5.6	
Admin/Faculty (39)	0	1	13	0	1	0	11	9	4	5.9	
Faculty (20)	0	1	12	0	0	0	4	0	3	4.7	
3. Hire new faculty											
Trustee (63)	10	13	12	2	3	1	15	7	0	4.2	1.35
Administration (543)	31	96	117	17	17	8	154	90	13	5.0	
Admin/Faculty (110)	7	16	24	1	1	0	35	22	4	6.1	
Faculty (95)	9	13	18	1	3	2	24	21	4	5.1	
4. Faculty promotion											
Trustee (62)	6	17	11	2	1	1	16	6	2	4.4	3.61*
Administration (471)	29	93	119	8	9	5	119	65	24	4.8	
Admin/Faculty (92)	5	16	25	2	1	0	23	10	10	5.0	
Faculty (82)	9	12	22	1	1	1	20	13	3	4.7	
5. Give faculty raise											
Trustee (62)	9	11	17	13	1	1	8	2	0	3.5	4.80*
Administration (465)	35	94	107	72	28	23	61	27	18	4.1	
Admin/Faculty (86)	7	23	24	9	2	3	8	6	4	3.8	
Faculty (61)	8	12	16	8	1	2	9	4	1	3.7	

[a] Refers to the number of responses from the group; since there were multiple responses the number is greater than the number of respondents from the group in the sample.

[b] The trustees were perceived by 5 trustees to have participated in making the decision to add a course to the curriculum.

[c] Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher in the hierarchy the perceived decision participation.

*p< .05

trustees ($\overline{X}$ = 6.6) (Table 11). The trustees perceived the chairpersons participating at more than twice the frequency of the faculty and perceived the academic dean at about a third the frequency.

The third item that had a significant difference was for promoting a faculty member in rank (item 4). Although the Tukey test did not show any significant differences at the .05 level between any two of the groups, trustees selected the president and the academic dean to be participators 27.4% and 17.7% of the time respectively, while the faculty felt that these incumbents were participating 14.6% and 26.8% respectively (Appendix C). These were almost reversed perceptions.

The fourth academic item where the perceptions in regard to participation were found to be significantly different through the analysis of variance was concerned with giving faculty raises (item 5) (Table 11). Again, the Tukey test did not reveal any differences at the .05 level between any two of the groups; however, an examination of Appendix C shows that some of the difference was in the perceptions of the business officers' participation. Trustees selected the business office incumbent position as participating 21.0% of the time while administration/faculty and faculty selected this office 10.5% and 13.1% of the time respectively. Business officers perceived themselves as participating in giving raises 19.1% of the time while presidents selected this office 15.2% of the time.

Differences in Perceptions About Student Affairs Decisions Based on Position

There was one of the six student affairs decision items where there was a significant difference at the .05 level in perceptions about who makes the decision--the item related to a decision to change an admission policy (Table 12). Application of the Tukey test showed no significance between group differences at the .05 level. However, from Table 12 it can be seen that the mean for the trustees in regard to this item was 2.4, and the mean for the administration/faculty was 4.4 which was the largest difference between any two means for the item related to admission policy.

Although not significant, the decision to begin a new sport (item 8) showed a divergence in perceptions between the trustees and the administration (Table 12), especially with the perceptions of the presidents. The trustees perceived themselves as making the decision 30.4% of the time while overall the percentage was 18.6%. For the presidents the direction of the percentages was reversed-- 30.3% of the presidents perceived that they were the decision makers while overall the percentage was 39.4% (Appendix C).

Perceptions of incumbents about participation in making student affairs decisions were significantly different at the .05 level in four instances. These were for decisions about changing a financial aid policy, beginning a new sport, acting on a serious disciplinary measure, and

TABLE 12

Number of Times Role Incumbents/Units Were Selected as Making a Decision for Student Affairs Area Items Based on the Position of the Respondent and the Resulting F Test

Decision Item and Position of Respondent	Selected by Respondents as the Decision Maker											Computed F
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Dean Officer	Develop Officer	Chair-person	Faculty	Other	Mean	
6. Financial aid policy												
Trustee (23)[a]	7[b]	6	0	4	3	0	0	0	0	3	3.3[c]	
Administration (184)	17	78	3	24	19	1	1	1	3	38	4.1	
Admin/Faculty (39)	6	8	4	6	4	2	0	0	2	7	4.3	
Faculty (30)	7	6	1	4	1	1	0	0	3	7	4.5	0.33
7. Change regulation												
Trustee (23)	0	13	0	0	9	0	0	0	0	1	3.5	
Administration (185)	17	53	2	0	98	0	0	0	3	12	4.1	
Admin/Faculty (39)	2	11	1	0	21	1	1	0	2	1	4.2	
Faculty (32)	3	9	1	0	16	0	0	0	0	3	4.1	0.33
8. New sport												
Trustee (23)	7	12	1	0	1	1	0	1	0	1	2.4	
Administration (185)	35	75	20	1	15	7	3	7	9	20	3.5	
Admin/Faculty (39)	2	15	6	0	2	2	1	2	6	5	4.4	
Faculty (25)	7	5	2	1	1	1	0	2	0	7	2.9	1.80
9. Religious meetings												
Trustee (23)	0	16	1	0	3	0	0	0	0	3	3.3	
Administration (184)	1	92	5	0	33	1	4	1	4	44	4.5	
Admin/Faculty (40)	0	18	0	0	5	2	1	1	2	13	5.2	
Faculty (31)	1	15	2	0	2	3	0	3	3	5	4.4	1.35
10. Disciplinary measure												
Trustee (23)	0	7	1	0	15	0	0	0	0	0	4.0	
Administration (185)	0	39	2	0	134	0	0	1	1	9	4.6	
Admin/Faculty (41)	0	6	0	0	30	1	1	0	0	4	5.0	
Faculty (32)	0	9	0	0	19	0	0	0	0	4	4.7	0.95
11. Admission policy												
Trustee (23)	5	10	7	0	0	0	0	0	0	1	2.4	
Administration (182)	24	61	29	7	7	2	3	3	25	31	4.3	
Admin/Faculty (41)	2	11	13	2	2	1	1	1	4	7	4.4	
Faculty (32)	5	7	6	0	0	1	0	0	5	8	4.3	2.93*

[a] Refers to the number of responses from the group; since there was one response per person, the number is equal to number of respondents from the group in the sample.

[b] The trustees were perceived by seven trustees as making the decision to add a course to the curriculum.

[c] Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher in the hierarchy the perceived decision making.

*p< .05

changing an admission policy (Table 13). Application of the
Tukey test showed no significant differences at the .05
level between any two of the groups on any of these four
items. However, some differences were noted upon
examination of the data.

Differences in perceptions of participation for item
6, changing a financial aid policy, were apparent between
trustees and faculty in that on an overall basis the
trustees frequently selected the higher administration while
faculty selections were more diverse (Table 13).
Specifically, the mean for the trustees on this item was 3.8
whereas the mean for the administration was 4.5.
Furthermore, administrators tended to indicate that persons
in the "others" category were involved to a greater extent
than non-administrators (Appendix C).

Differences between the views of the trustees and all
of the other groups were apparent when considering
participation in decisions to begin a new intercollegiate
sport (item 8) (Table 13). Trustees perceived almost no
participation from the "others" category while the remainder
of the respondents selected the "others" category rather
frequently.

Relative to acting on a serious disciplinary measure
(item 10), there were apparent differences between the
perceptions of the faculty and administration/faculty and
some differences between the administration and the other
groups. However, these differences were not significant at

Table 13

Number of Times Role Incumbents/Units Were Selected as
Participating in Making Decisions for Student Affairs Items
Based on the Position of the Respondent and the Resulting F Test

Decision Item and Position of Respondent	Selected by Respondents as Participating in Making the Decision									Mean	Computed F
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other		
6. Financial aid policy											
Trustee (53)[a]	2[b]	13	10	13	7	5	1	0	2	3.8[c]	
Administration (513)	18	68	99	108	82	62	5	11	60	4.5	
Admin/Faculty (98)	6	17	20	23	15	5	4	5	3	4.0	
Faculty (81)	2	15	13	15	17	9	2	4	4	4.3	2.91*
7. Change regulation											
Trustee (40)	8	7	4	2	13	2	0	2	2	3.8	
Administration (414)	19	92	63	39	81	36	6	24	54	4.6	
Admin/Faculty (86)	12	19	13	5	17	2	3	7	8	4.1	
Faculty (62)	5	13	9	4	13	3	0	6	9	?	2.51
8. New sport											
Trustee (60)	4	9	10	8	9	6	5	8	1	4.6	
Administration (550)	15	74	97	84	85	56	38	45	56	4.9	
Admin/Faculty (89)	8	12	15	10	13	3	6	12	10	4.8	
Faculty (60)	4	11	8	3	10	3	5	10	6	5.08	4.88*
9. Religious meetings											
Trustee (42)	2	6	3	2	12	2	3	7	5	5.4	
Administration (406)	5	54	79	37	97	37	14	31	52	5.0	
Admin/Faculty (64)	4	13	10	4	13	3	1	8	8	4.7	
Faculty (61)	1	10	10	2	17	1	3	10	7	5.1	2.39
10. Disciplinary measure											
Trustee (38)	0	12	5	2	7	2	3	3	4	4.6	
Administration (296)	1	82	46	14	48	13	2	27	63	5.0	
Admin/Faculty (64)	1	16	8	2	12	0	1	9	15	5.3	
Faculty (58)	1	8	11	1	11	1	3	13	9	5.5	3.56*
11. Admission policy											
Trustee (71)	3	11	14	7	10	5	9	7	5	4.8	
Administration (557)	18	79	123	53	90	59	19	58	58	4.8	
Admin/Faculty (103)	6	16	21	5	12	5	5	22	11	5.1	
Faculty (69)	3	14	15	1	13	3	4	11	5	4.7	9.51*

[a]
Refers to the number of responses from the group; since there were multiple responses the number is greater than the number of respondents from the group in the sample.

[b]
The trustees were perceived by 2 trustees to have participated in making the decision to change a financial aid policy.

[c]
Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher in the hierarchy the perceived decision participation.

*p< .05

the .05 level on the Tukey test. The perceptions about
participating in making decisions to change admissions
policies (item 11) showed differences, even though not
significant at the .05 level between any two groups, between
the trustees and the business officers on the one side and
the presidents, academic deans, deans of students, and
faculty on the other.

Differences in Perceptions About Development Decisions Based on Position

Of the items concerned with making development
decisions (Table 14), one item showed significant difference
at the .05 level--the item related to the decision to build
a new building. Again, the Tukey test did not show any
significant differences at the .05 level between any two
groups. However, inspection of the frequency data and means
in Table 14 shows that faculty less frequently perceived the
trustees as making the decision than the other groups.

Other differences, although not significant at the .05
level, can be found from a study of Appendix C. For
example, the development officers perceived themselves as
making the decisions about fund raising projects (item 12)
more frequently than the incumbents as a whole (31.6% to
18.1%).

All three items concerned with participation in making
development decisions showed significant differences in
perceptions at the .05 level (Table 15). Differences for
item 12, to begin a new fund raising project, seemed to be a

Table 14

Number of Times Role Incumbents/Units Were Selected as Making a Decision for Development Area Items Based on the Position of the Respondent and the Resulting F Test

Decision Item and Position of Respondent	Selected by Respondents as the Decision Maker										Computed F
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Mean	
12. Fund raising project [a]											
Trustee (23)	11[b]	11	0	0	0	1	0	0	0	1.7[c]	
Administration (184)	57	89	0	1	0	35	0	0	2	2.5	
Admin/Faculty (40)	21	12	0	0	0	7	0	0	0	2.2	
Faculty (32)	15	10	0	0	0	7	0	0	0	2.4	1.23
13. Build new building											
Trustee (22)	20	2	0	0	0	0	0	0	0	1.1	
Administration (185)	157	28	0	0	0	0	0	0	0	1.2	
Admin/Faculty (41)	34	5	0	1	0	1	0	0	0	1.3	
Faculty (33)	24	7	0	0	0	0	0	1	1	1.7	5.38*
14. Make investment											
Trustee (22)	5	2	0	12	0	0	0	0	3	3.8	
Administration (183)	51	30	1	86	0	7	0	0	8	3.1	
Admin/Faculty (37)	12	7	0	14	0	4	0	0	0	2.9	
Faculty (31)	12	7	0	8	0	2	0	0	2	2.8	1.78

a
Refers to the number of responses from the group; since there was one response per person, the number is equal to number of respondents from the group in the sample.

b
The trustees were perceived by 11 trustee as making the decision to add a course to the curriculum.

c
Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher in the hierarchy the perceived decision making.

*p< .05

Table 15

Number of Times Role Incumbents/Units Were Selected as
Participating in Making Decisions for Development Items
Based on the Position of the Respondent and the Resulting F Test

Decision Item and Position of Respondent	Selected by Respondents as Participating in Making the Decision										
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Mean	Computed F
12. Fund raising project[a]											
Trustee (62)[a]	8[b]	12	6	13	3	16	1	1	2	4.0[c]	
Administration (467)	41	94	50	82	36	129	5	7	23	4.2	
Admin/Faculty (97)	9	24	8	18	2	28	0	3	5	4.1	
Faculty (71)	7	21	3	15	3	16	1	2	3	3.9	8.77*
13. Build new building											
Trustee (83)	2	20	10	15	7	14	6	7	2	4.4	
Administration (766)	25	152	117	136	93	138	22	47	36	4.4	
Admin/Faculty (123)	5	35	18	26	6	21	3	5	4	4.0	
Faculty (99)	6	22	12	19	8	17	5	5	5	4.3	19.67*
14. Make investment											
Trustee (39)	6	11	2	9	1	5	0	0	5	3.8	
Administration (296)	41	100	9	74	7	43	1	0	21	3.6	
Admin/Faculty (75)	13	24	6	17	2	11	1	0	1	3.2	
Faculty (45)	6	16	2	13	1	6	0	0	1	3.2	5.54*

[a]
Refers to the number of responses from the group; since there were multiple responses the number is greater than the number of respondents from the group in the sample.

[b]
The trustees were perceived by 8 trustees to have participated in making the decision to begin a fund raising project.

[c]
Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher in the hierarchy the perceived decision participation.

* p< .05

function of both within and between group differences. More specifically, when the Tukey was applied there were no significant differences at the .05 level between any two groups. Furthermore, an examination of the means in Table 14 shows that the means for the trustees was 4.0, for the administration 4.2, for the administration/faculty 4.1, and the faculty 3.9.

The item regarding participating in making the decision to build a new building (item 13) produced the second largest F of any of the tests (19.67). Even with an analysis of variance showing such a significant F, the Tukey test did not show any significant differences at the .05 level between any two groups. As shown by the means, the differences between groups was not great (trustees, 4.4; administration, 4.4; administration/faculty, 4.0; faculty, 4.3), but the variance in selections was highly mixed within the groups.

When the Tukey tests were done in an effort to locate the between group differences in regard to opinions concerning participation in the decision about investments (item 14), none were significant at the .05 level. Inspection of Table 15 shows similar responses for trustees and administration and similar responses for administration/faculty and faculty. Furthermore, for participation in making the decision to place money in a certain investment, 60.0% of the business officers perceived that they made the decision while the overall perception was

44.4%. However, as can be seen by an examination of the means for both making the decision and participating in making the decision (Tables 14 and 15), on this item related to making an investment, the trustee selections indicated perceptions as being lower in the administrative hierarchy than the other three groups.

Differences in Perceptions About Administration Decisions Based on Position

The administration decision area produced two items where the perceptions among the groups about who makes the decisions were significant at the .05 level. These items related to making a decision about changing the purpose (item 18) and changing the bylaws (item 19) (Table 16). Again, application of the Tukey did not reveal any differences at the .05 level between any two groups of the respondents.

On the item involving changing the purpose of the college (item 18) (Table 16), the difference that was apparent was that 90.9% of the trustees felt that they made the decision while the overall sample selected them as making the decision 79.7% of the time. Bylaws changes (item 19) were perceived by all but one of the trustees to be the sole responsibility of the trustees while some of the other incumbents selected other incumbent positions/units. Means for both changing purpose and changing bylaws showed differences (although not significant at the .05 level) between trustees and the faculty. This was most apparent for changing the purpose of the college (trustees, 1.1;

Table 16

Number of Times Role Incumbents/Units Were Selected as Making
a Decision for Administration Area Items Based on the Position
of the Respondent and the Resulting F Test

Decision Item and Position of Respondent	Selected by Respondents as the Decision Maker									Mean	Computed F
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other		
15. Long range plan											
Trustee (22)[a]	14[b]	8	0	0	0	0	0	0	0	1.4[c]	
Administration (186)	55	118	3	1	1	0	0	0	8	2.0	
Admin/Faculty (39)	16	21	1	0	0	0	0	0	1	1.8	
Faculty (33)	14	14	2	0	0	0	0	1	2	2.2	2.14
16. Raise fees											
Trustee (21)	16	3	1	1	0	0	0	0	0	1.4	
Administration (188)	130	46	0	9	0	0	0	0	3	1.5	
Admin/Faculty (42)	28	10	0	4	0	0	0	0	0	1.5	
Faculty (33)	21	10	0	1	0	0	0	0	1	1.6	0.51
17. Administrative vacancy											
Trustee (22)	5	17	0	0	0	0	0	0	0	1.8	
Administration (185)	47	130	2	1	0	0	1	0	3	1.9	
Admin/Faculty (40)	16	24	0	0	0	0	0	0	0	1.6	
Faculty (32)	12	20	0	0	0	0	0	0	0	1.6	1.81
18. Change purpose											
Trustee (22)	20	2	0	0	0	0	0	0	0	1.1	
Administration (185)	150	26	2	0	0	0	0	4	3	1.4	
Admin/Faculty (41)	32	5	1	0	0	0	0	3	0	1.7	
Faculty (33)	22	5	1	0	0	0	0	4	1	2.3	3.87*
19. Change bylaws											
Trustee (23)	22	0	0	0	0	0	0	0	1	1.3	
Administration (183)	173	6	0	0	0	0	0	1	3	1.2	
Admin/Faculty (39)	30	5	0	0	0	0	0	2	2	1.9	
Faculty (33)	29	1	0	0	0	0	0	2	1	1.7	2.66*

[a]
Refers to the number of responses from the group; since there was one response per person, the number
is equal to number of respondents from the group in the sample.

[b]
The trustees were perceived by 14 trustees as making the decision to add a course to the curriculum.

[c]
Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher
in the hierarchy the perceived decision making.

*p< .05

faculty, 2.3).

Even though the F was not significant at the .05 level, on dealing with making long range plans (item 15), a difference was apparent between the thinking of trustees and administration (Table 16). The trustees perceived themselves as making the decision a majority of the time while the administrators perceived that they made the decision the majority of the time.

The perceptions of the respondents about participation in making administration decisions were diverse (Table 17). The only instance in which there was not a significant F at the .05 level was the item to raise fees. The significant differences were related to making long range plans (item 15), filling an administration vacancy (item 17), changing the purpose of the college (item 18), and changing the bylaws (item 19). Again the nature of the overall differences were such that there were no significant differences found between any two groups for any of the four items. Inspection of the data and means in Table 17 shows no apparent pattern in the diversity of opinions expressed in regard to participation in decisions relative to the issues dealt with in the four items.

Table 17

Number of Times Role Incumbents/Units Were Selected as
Participating in Making Decisions for Administration Area Items
Based on the Position of the Respondent and the Resulting F Test

| Decision Item and Position of Respondent | Selected by Respondents as Participating in Making the Decision | | | | | | | | | | Computed F |
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Mean	
15. Long range plans											
Trustee (98)[a]	6[b]	14	19	15	9	16	8	9	2	4.7[c]	
Administration (888)	70	65	153	143	136	145	56	75	45	4.7	
Admin/Faculty (154)	15	18	29	19	17	19	12	17	8	4.6	
Faculty (114)	11	17	18	14	10	18	9	13	4	4.5	5.27*
16. Raise fees											
Trustee (83)	4	17	15	19	10	9	3	4	2	4.0	
Administration (752)	32	137	140	154	120	112	12	11	34	4.1	
Admin/Faculty (125)	10	29	26	31	12	10	0	3	4	3.6	
Faculty (97)	10	20	18	25	11	7	0	3	3	3.6	0.45
17. Administrative vacancy											
Trustee (39)	10	5	8	4	2	3	1	1	5	3.8	
Administration (484)	54	52	89	83	74	67	15	18	32	4.3	
Admin/Faculty (71)	17	13	11	9	4	5	2	6	4	3.7	
Faculty (77)	13	12	14	9	10	7	4	6	2	3.9	5.98*
18. Change purpose											
Trustee (90)	2	19	17	8	10	12	7	11	4	4.6	
Administration (872)	24	153	142	114	125	115	60	91	48	4.7	
Admin/Faculty (139)	6	34	27	11	15	10	12	19	5	4.4	
Faculty (95)	6	22	16	8	10	8	8	14	3	4.5	6.06*
19. Change bylaws											
Trustee (53)	1	22	9	6	4	5	2	2	2	3.7	
Administration (513)	9	169	83	72	60	61	13	26	20	4.0	
Admin/Faculty (103)	9	32	19	9	10	6	4	10	4	3.8	
Faculty (82)	2	25	17	7	8	7	5	7	4	4.1	6.55*

[a]
Refers to the number of responses from the group; since there were multiple responses the number is greater than the number of respondents from the group in the sample.

[b]
The trustees were perceived by 6 trustees to have participated in making the decision to make a long range plan.

[c]
Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher in the hierarchy the perceived decision participation.

*p< .05

Differences in Perceptions About the Making of
Selected Decisions Based on the
Level of Participation of the Respondent

As has been previously stated, the third question which gave direction to the study was whether there were significant differences between the perceptions about the role incumbents/units involved in making selected decisions within each of the four decision areas based on the extent of the personal level of participation in the decision by the respondent. An examination of the decision point analysis instrument, Section C, (Appendix B) shows that there were four possible levels of involvement: "I make the decision", "I recommend the decision", "I provide information", or "No participation". These groupings were used as the levels within the factor for the analysis of variance. It was hypothesized that there would be no significant difference at the .05 level by decision items within the four decision areas in the perceptions of the role incumbents about who makes the decision based on their level of participation in the decision (makes decision, recommends decision, provides information, or no participation). Again, where there was a significant F the Tukey was used as a follow-up procedure.

Differences in Perceptions About Academic Decisions
Based on Level of Participation

Table 18 shows each of the five decision items within the area of academics, the role that respondents perceived themselves as playing in each of the decisions, and the

Table 18

Number of Times Role Incumbents/Units Were Selected as Decision Maker for Academic Area Items Based on Level of Respondent Participation in the Decision and the Resultant F Test

Decision Item and Level of Respondent Participation	Selected by Respondents as the Decision Maker									Mean	Computed F
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other		
1. Add a course											
No participation (115)[a]	1[b]	6	66	0	0	0	5	30	7	4.8[c]	
Provide information (56)	2	3	15	0	0	0	4	27	5	6.1	
Recommend (91)	2	4	21	0	0	0	6	46	12	6.5	
Make decision (19)	0	0	5	0	0	0	2	11	1	6.6	9.46*
2. Change a grade											
No participation (177)	0	0	40	0	0	0	6	126	5	6.9	
Provide information (34)	0	0	3	0	0	0	0	28	3	7.6	
Recommend (22)	0	0	4	0	0	0	0	14	4	7.3	
Make decision (44)	0	0	7	0	0	0	1	36	0	7.2	2.38
3. Hire new faculty											
No participation (89)	11	35	42	0	0	0	1	0	0	2.4	
Provide information (52)	6	18	27	0	0	0	1	0	0	2.5	
Recommend (120)	33	47	35	0	0	0	2	3	0	2.3	
Make decision (26)	3	19	4	0	0	0	0	0	0	2.0	1.37
4. Faculty promotion											
No participation (133)	26	36	52	0	0	0	2	10	7	3.1	
Provide information (34)	2	12	12	0	0	0	0	2	6	3.9	
Recommend (91)	37	16	23	0	1	0	0	9	5	2.9	
Make decision (24)	6	10	5	0	0	0	0	3	0	2.7	1.71
5. Give faculty raise											
No participation (117)	33	38	38	2	0	0	2	0	4	2.4	
Provide information (77)	21	28	26	0	0	0	0	0	2	2.2	
Recommend (66)	27	22	14	0	0	0	0	1	2	2.1	
Make decision (25)	7	13	5	0	0	0	0	0	0	1.9	0.89

[a] Refers to the total number of respondents who perceived themselves as having no participation in the decision.

[b] The trustees were selected 1 time as making the decision to add a course to the curriculum by persons who reported they did not participate in making the decision.

[c] Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher in the hierarchy the perceived decision making.

*$p = < .05$

perceptions the respondents held about which incumbents/units made the decisions. For example, in regard to adding a course to the curriculum (item 1), 115 of the respondents perceived themselves as having no participation, 56 as providing information, 91 as recommending the decision, and 19 as having made the decision. Further, among the 115 respondents who said they had no participation, 1 said the trustees made the decision, 6 said the president, 66 said the academic dean, 5 said the department chairperson, 30 said the faculty, and 7 said "other" (e.g., a committee). The means contained in Table 18 show the relative level within the hierarchy that each of these four groups perceived the decision to have been made.

Examination of the resulting F statistics contained in Table 18 shows that there was one decision item for which there was a significant F at the .05 level--the decision item dealing with adding a course to the curriculum (item 1). This indicates that the respondents from the different personal participation categories had differences in their perceptions about who made the decision to add a course to the curriculum. The Tukey test did not show any significant differences at the .05 level between any two of the groups. However, as evidenced through an examination of the means, those who felt that they had no participation in the decision ($\overline{X}$ = 4.8) perceived this to be made higher in the hierarchy than did the other groups (provide information, $\overline{X}$ = 6.1; recommend, $\overline{X}$ = 6.5; make decision, $\overline{X}$ = 6.6).

Furthermore, examination of the data shows that the respondents who perceived themselves as having no participation selected the academic dean as the decision maker 57.4% of the time while selecting the faculty 26.1% of the time. The other respondent groups perceived approximately the reverse with the academic dean being selected 20-30% of the time, and the faculty around 50%.

Even though there were no other significant differences at the .05 level among the participants based on their level of participation, the difference approached significance (F= 2.38) for item 2--to change the grade of a student. In this instance the difference found seemed to be a reflection of the extent to which respondents in the "no participation" category perceived the academic dean as making the decision to change a grade.

Differences in Perceptions about Student Affairs Decisions Based on Level of Participation

As can be seen by a study of Table 19 for the six items concerned with student affairs there were no significant differences at the .05 level in perceptions about who makes the decision based on level of personal participation in the decision. Also, there was little difference between means, although item 8 had 1.2 difference between the perceptions of respondents who felt that they provided information ($\overline{X}$ = 4.0) and those who felt that they recommended the decision ($\overline{X}$ = 2.8).The greatest degree of variance in responses based on level of participation were for item 8 related to adding

Table 19

Number of Times Role Incumbents/Units Were Selected as Decision Maker for Student Affairs Area Items Based on Level of Respondent Participation in the Decision and the Resulting F Test

Decision Item and Level of Respondent Participation	Selected by Respondents as the Decision Maker									Mean	Computed F
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop officer	Chair-person	Faculty	Other		
6. Financial aid policy											
No participation (96)[a]	14[b]	26	4	17	11	3	0	3	18	4.2[c]	
Provide information (92)	6	39	3	8	9	0	1	3	23	4.4	
Recommend (60)	10	19	1	11	4	1	0	2	12	4.1	
Make decision (31)	6	15	0	2	5	0	0	0	3	3.1	1.67
7. Change regulation											
No participation (130)	5	40	3	0	75	1	0	1	5	4.1	
Provide information (71)	9	19	0	0	35	0	0	2	6	4.1	
Recommend (54)	9	18	0	0	20	0	0	1	6	3.8	
Make decision (28)	0	9	1	0	17	0	0	1	0	4.1	0.20
8. New Sport											
No participation (109)	12	43	18	2	7	2	6	6	13	3.8	
Provide information (85)	13	36	4	0	7	1	5	7	12	4.0	
Recommend (56)	19	22	4	0	4	0	1	2	4	2.8	
Make decision (25)	5	10	4	0	2	1	0	0	3	3.2	2.31
9. Religious Meetings											
No participation (128)	0	66	5	0	16	2	1	2	36	4.6	
Provide information (90)	2	48	1	0	12	1	0	3	23	4.4	
Recommend (38)	0	18	2	0	5	0	2	4	7	4.6	
Make decision (25)	0	10	0	0	12	2	1	0	0	4.0	0.28
10. Disciplinary measure											
No participation (168)	0	44	2	0	110	1	0	1	10	4.5	
Provide information (55)	0	9	0	0	41	0	0	0	5	4.9	
Recommend (26)	0	4	0	0	18	0	0	1	3	5.1	
Make decision (35)	0	2	1	0	32	0	0	0	0	4.8	2.12
11. Admissions policy											
No participation (93)	13	28	20	0	4	2	2	9	15	4.1	
Provide information (106)	8	41	19	0	3	0	1	16	18	4.3	
Recommend (59)	10	15	12	0	1	2	0	7	12	4.4	
Make decision (23)	5	8	4	0	1	0	1	2	2	3.4	0.75

[a] Refers to the total number of respondents who perceived themselves as having no participation in the decision.

[b] The trustees were selected 14 times as making the decision to change a financial aid policy by persons

[c] Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher in the hierarchy the perceived decision making.

*$p = <.05$

a new sport (F= 2.31) and item 10 related to disciplinary measures (F= 2.12). Further examination of Table 19 will show that for three of the six items (change regulation, religious meetings, and admissions policy) the F value was below 0.75.

Differences in Perceptions About Development Decisions Based on Level of Participation

Of the three development items, one was found to have responses based on level of participation that were significantly different at the .05 level. As shown in Table 20, this was for the item concerned with beginning a new fund raising project (item 12). As in previous instances, application of the Tukey test did not produce significance differences at the .05 level between any two of the groups. Inspection of the responses and means suggests that the greatest differences were in perceptions of those persons who perceived they made the decision ($\overline{X}$ = 3.2) and the other participation groups, particularly those who perceived that they recommended the decision ($\overline{X}$ = 1.9).

Differences in Perceptions About Administration Decisions Based on Level of Participation

There was one of the five administration decision items where there was a significant difference at the .05 level in perceptions about who makes the decision based on level of respondent participation (Table 21). This was for the item related to filling an administrative vacancy other than the presidency (item 17). Although the Tukey test did not show

Table 20

Number of Times Role Incumbents/Units Were Selected as Decision
Maker for Development Area Items Based on Level of Respondent
Participation in the Decision and the Resulting F Test

Decision Item and Level of Respondent Participation	Selected by Respondents as the Decision Maker										
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Mean	Computed F
12. Fund raise project											
No participation (110)[a]	45[b]	45	0	1	0	18	0	0	1	2.3[c]	
Provide information (83)	24	42	0	0	0	17	0	0	0	2.5	
Recommend (56)	27	24	0	0	0	5	0	0	0	1.9	
Make decision (33)	9	13	0	0	0	10	0	0	1	3.2	3.53*
13. New building											
No participation (63)	50	10	0	1	0	1	0	0	1	1.4	
Provide information (131)	111	19	0	0	0	0	0	1	0	1.2	
Recommend (68)	57	11	0	0	0	0	0	0	0	1.2	
Make decision (22)	17	5	0	0	0	0	0	0	0	1.2	1.12
14. Make investment											
No participation (174)	48	33	0	74	0	12	0	0	7	3.1	
Provide information (39)	14	6	0	15	0	0	0	0	4	3.1	
Recommend (32)	14	2	0	14	0	1	0	0	1	2.8	
Make decision (31)	4	6	0	20	0	0	0	0	1	3.4	0.49

a
Refers to the total number of respondents who perceived themselves as having no participation in the decision.

b
The trustees were selected 45 times as making the decision to begin a fund raising project by persons
who reported they did not participate in making the decision.

c
Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher
in the hierarchy the perceived decision making.

*p= <.05

Table 21

Number of Times Role Incumbents/Units Were Selected as Decision
Maker for Administration Area Items Based on Level of Respondent
Participation in the Decision and the Resulting F Test

Decision Item and Level of Respondent Participation	Selected by Respondents as the Decision Maker									Mean	Computed F
	Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other		
15. Long range plans											
No participation (38)a	17b	18	1	1	0	0	0	0	1	1.8c	
Provide information (142)	46	86	4	0	0	0	0	1	5	2.0	
Recommend (78)	24	41	0	0	0	0	0	9	4	2.7	
Make decision (33)	13	18	1	0	1	0	0	0	0	1.7	0.49
16. Raise fees											
No participation (89)	54	24	0	10	0	0	0	0	1	1.7	
Provide information (89)	66	20	0	2	0	0	0	0	1	1.4	
Recommend (87)	62	21	1	1	0	0	0	0	2	1.5	
Make decision (22)	14	6	0	2	0	0	0	0	0	1.5	1.00
17. Administration vacancy											
No participation (97)	34	61	1	0	0	0	0	0	1	1.7	
Provide information (94)	24	70	0	0	0	0	1	0	0	1.7	
Recommend (58)	19	36	1	0	0	0	0	0	1	1.9	
Make decision (33)	4	24	1	0	1	1	0	0	2	2.5	5.68*
18. Change purpose											
No participation (38)	32	4	1	0	0	0	0	0	1	1.4	
Provide information (151)	118	25	1	0	0	0	0	6	1	1.5	
Recommend (72)	61	5	1	0	0	0	0	3	2	1.6	
Make decision (23)	16	4	1	0	0	0	0	2	0	1.9	0.57
19. Change bylaws											
No participation (101)	94	4	0	0	0	0	0	0	3	1.3	
Provide information (107)	98	5	0	0	0	0	0	1	3	1.3	
Recommend (53)	47	2	0	0	0	0	0	3	1	1.6	
Make decision (19)	17	1	0	0	0	0	0	1	0	1.4	0.53

a Refers to the total number of respondents who perceived themselves as having no participation in the decision.

b The trustees were selected 17 times as making the decision to make long range plans by persons who reported they did not participate in making the decision.

c Based on level in hierarchy (1-9); since the trustees were assigned a 1, the lower the mean the higher in the hierarchy the perceived decision making.

*p= <.05

significant differences at the .05 level between the groups, there was some difference between the responses of those trustees who said that they made the decision ($\overline{X}$ = 2.5) and the respondents in the other categories (no participation, $\overline{X}$ = 1.7; provide information, $\overline{X}$ = 1.7; recommend, $\overline{X}$ = 1.9).

CHAPTER IV
SUMMARY, CONCLUSIONS, AND DISCUSSION

Summary

The problem of the study was to determine perceptions of those involved about the locus of formal decision making in four basic areas for small church-related colleges. Specifically, answers to the following questions were sought:

1. To what extent are specific position incumbents and units perceived to participate in decision making in specific decision areas (i.e., academics, student affairs, development, and administration).

2. Are there differences by decision items within the four decision areas (academics, student affairs, development, and administration) in perceptions of the extent to which position incumbents and/or units are involved in making a decision and participate in making a decision based on the position held by the respondent (i.e., trustee, administrator, faculty/administrator, and faculty member).

3. Are there differences by decision items within the four decision areas (academics, student affairs, development, and administration) in perceptions of

the extent to which position incumbents and/or
units are involved in making a decision based on
the respondent's perceived involvement in the
decision (makes decision, recommends decision,
provides information, or no participation).

In order to provide the data necessary to answer the
aformentioned questions, a decision point analysis
instrument was developed (see Appendix B), and this
instrument was provided to the 69 colleges which made up the
Christian College Coalition. The instruments were to be
distributed to a trustee, the president, the academic dean,
the business officer, the dean of students, the development
officer, a department chairperson, and a faculty member at
each institution. Some usable responses were received from
59 of these institutions. The total number of instruments
returned was 293 out of a possible 552. Given the number of
returns it was felt that there might be a problem with
generalization. To determine the extent of this problem the
returns from the first set of mailings were compared by
means of chi square with the returns from the second set and
no significant difference at the .05 level was found on any
of the instrument items.

In order to answer the first question the data were
analyzed by simple descriptive statistics. To answer the
second and third questions two operational null hypotheses
were projected and the technique for analysis was the single
factor analysis of variance.

In regard to the first question relating to who made decisions and who participated in making decisions, six major findings emerged:

1. The incumbents most frequently perceived to make the decision for each item were as follows:

Academic area decisions

    (1) Add a course--faculty (40.3%)

    (2) Change the grade--faculty (74.2%)

    (3) Hire new faculty--president (42.3%)

    (4) Promote a faculty member--academic dean (32.9%)

    (5) Give a faculty raise--president (36.1%)

Student Affairs area decisions

    (6) Change financial aid policy--president (35.3%)

    (7) Change parietal regulation--dean of students (51.8%)

    (8) New collegiate sport--president (39.8%)

    (9) Series of religious meetings--president (50.0%)

    (10) Disciplinary measure--dean of students (70.7%)

    (11) Change admission policy--president (31.8%)

Development area decisions

    (12) Begin fund raising project--president (44.1%)

    (13) Build a new building--trustees (83.0%)

    (14) Place money in investment--business officer (44.7%)

Administration area decisions

    (15) Make a long range plan--president (57.8%)

(16) Raise tuition fees--trustees (68.5%)

(17) Fill vacancy in administration--president

(67.9%)

(18) Change purpose of college--trustees (79.7%)

(19) Change bylaws--trustees (91.4%)

As can be seen from the above, the trustees were most frequently seen as the decision makers in regard to items 13, 16, 18, and 19; the presidents were most frequently seen as decision makers in regard to items 3, 5, 6, 8, 9, 11, 12, 15, and 17; the academic deans in regard to item 4; the business officers relative to item 14; the dean of students in regard to items 7 and 10; and the faculty were most frequently seen as making the decision relative to items 1 and 2. The development officers and department chairpersons were not perceived as major decision makers for any item.

2. The incumbents most frequently perceived to participate in making the decisions for each of the items were as follows:

Academic area decisions

(1) Add a course--department chairpersons (31.6%)

(2) Change the grade--academic dean (39.3%)

(3) Hire new faculty--department chairpersons (28.0)

(4) Promote a faculty member--academic dean (25.1%)

(5) Give a faculty raise--academic dean (24.2%)

Student Affairs area decisions

(6) Change financial aid policy--business officer

(21.4%)

(7) Change parietal regulation--president (21.7%)

(8) New collegiate sport--academic dean (17.1%)

(9) Series of religious meetings--dean of students (24.2%)

(10) Disciplinary measure--president (25.8%)

(11) Change admission policy--academic dean (21.6%)

Development area decisions

(12) Begin fund raising project--development officer (27.2%)

(13) Build a new building--president (21.2%)

(14) Place money in investment--president (33.3%)

Administration area decisions

(15) Make a long range plan--academic dean (17.4%)

(16) Raise tuition fees--business officer (21.7%)

(17) Fill vacancy in administration--academic dean (18.0%)

(18) Change purpose of college--president (19.1%)

(19) Change bylaws--president (32.9%)

From the above data it can be seen that the following were perceived most frequently to participate in making a decision: the presidents--items 7, 10, 13, 14, 18, and 19; the academic deans--items 2, 4, 5, 8, 11, 15, and 17; the business officers--items 6 and 16; the dean of students--item 9; the development officers--item 12; and the department chairpersons--items 1, 3, and 4. The trustees and faculty were not perceived as most frequently participating in making a decision for any item.

3. The greatest unanimity in the expressed opinions about who makes decisions was in regard to the trustees being the perceived decision makers relative to changing the college bylaws (item 19). In this instance 91.4% of the sample perceived them to be the decision makers.

4. The least unanimity shown about who makes decisions was relative to changing the admissions policy of the college (item 11). In this instance 31.8% of the respondents saw the president as the decision maker, 20.0% felt the academic dean made the decision, 17.1% indicated the "other" category as the decision makers, 12.1% thought the faculty made the decision, and the remaining five incumbents/units received the other 19% of the selections.

5. The decision item with the broadest base of perceived participation was for filling a vacancy in the administration other than the president (item 17). Six incumbents/units had participation percentages above 10% (trustees, 13.9%; presidents, 12.6%; academic deans, 18.0%; business officers, 15.7%; dean of students, 13.3%; and development officers, 12.1%).

6. The decision item with the most narrow base of participation was for changing a grade (item 2). Three incumbent/units had participation percentages above 10% (academic dean, 39.3%; department chairpersons, 29.4%; and faculty, 16.8%).

In regard to the second question which related to differences in perceptions about who makes decisions and

who participates in making decisions based on the position
of the respondents, the four major findings were as follows:

1. There were six decision items where there were
significant differences at the .05 level in the perceptions
of the respondents based on their positions relative to who
makes decisions. These were for the items related to adding
a new course (item 1), changing a grade (item 2), changing
admission policies (item 11), building a new building (item
13), changing the purpose of the college (item 18), and
changing the bylaws (item 19). For these items the null
hypothesis that no significant differences at the prescribed
level would be found was rejected. While the Tukey test for
multiple comparisons was done on each of the items where a
significant F at the .05 level was found, only the item
concerned with adding a new course to the curriculum
produced a significant difference at the .05 level between
positions/units. In this case the differences were between
the trustees and each of the other groups.

2. There were 15 decision items where there were
significant differences at the .05 level in the perceptions
of respondent groups about who participates in making the
decision. These were for the items regarding the decision
to add a new course (item 1), change a grade (item 2),
promote faculty (item 4), give a faculty raise (item 5),
change a financial aid policy (item 6), begin a new sport
(item 8), act on a disciplinary measure (item 10), change an
admissions policy (item 11), begin a fund raising project

(item 12), build a new building (item 13), make an investment (item 14), make long range plans (item 15), fill an administration vacancy (item 17), change the purpose of the college (item 18), and change the bylaws (item 19). The null hypothesis was that no significant differences would be found at the prescribed level, and therefore, for the above 15 items the null hypothesis was rejected. The Tukey test showed a significant difference at the .05 level for the item concerned with adding a course to the curriculum. The differences were between the trustees and the faculty.

3. Examination of the item variance relative to the perceptions about who makes decisions based on the position of the respondent showed that the greatest diversity of opinion was for the academic area, and the least diversity was for the student affairs area.

4. Examination of the item variance relative to the perceptions about who participates in making the decisions based on the position of the respondent showed that the greatest diversity of opinion was for the development area, and the least diversity was for the student affairs area.

In regard to the third question concerned with differences in perceptions about who makes decisions based on the perceived level of participation in the decision, there were two major findings:

1. There were significant differences at the .05 level in the perceptions of the respondents about who made the decision based on their self-reported level of participation

in the decision in regard to adding a new course to the
curriculum (item 1), beginning a new fund raising project
(item 12), and filling an administrative vacancy other than
the presidency (item 17). Again, the Tukey test was done on
each of the three items where there was a significant F
value at the .05 level. In no instance was there a
significant difference found at the .05 level between any
two groups. Therefore, for these three items the null
hypothesis of no significant difference at the prescribed
level would be found was rejected, and for the remaining 16
items the null hypothesis was accepted.

2. Examination of the item variance relative to the
perceptions about who makes decisions based on the
respondents' level of participation in the decision shows
that the greatest diversity of opinion was for the academic
area, and the least diversity was for the student affairs
area.

Conclusions

The results of the investigation appear to justify five
major conclusions:

1. There is considerable unanimity of opinion among
the position incumbents about who makes decisions in the
colleges of the Christian College Coalition. (Note the
relative absence of significant Fs at the .05 level.)

2. Those administrators who are often thought to make
decisions in their area of expertise tended to have the most
total involvement in such decisions in the Christian College

Coalition institutions. (For example, academic deans, chairpersons, and faculty tended to make and participate in academic decisions; deans of students in student affairs decisions; development officers and business officers in development decisions; and trustees and presidents in administration decisions.)

3. The unanimity expressed suggests that the most frequent decision makers in Christian College Coalition institutions are those persons at the top of the administrative hierarchy, particularly the trustees and the presidents. Furthermore, the trustees are the most frequent decision makers where there is to be a basic change in direction of the college (e.g., a change in purpose or bylaws) or there is a major financial decision to be made (e.g., build a new building or raise tuition/fees). Conversely, the incumbents/units least involved in the decision-making process were those in the lower level in the hierarchy (i.e., the chairpersons and faculty).

4. There are major differences among the respondents from the different governing positions/units about the breadth of participation in decision making within the decision-making areas. (Note the large number of significant Fs at the .05 level for the responses relative to participation in making decisions.) The trustees tended to perceive less participation than any other position/unit and the administrators as a group generally perceived wider participation than either the trustees,

administrators/faculty (e.g., chairpersons), or the faculty.

5. Differences in perceptions about who makes the decisions in the Christian College Coalition institutions based on the respondents level of participation in the decision are minimal. (Note the low item F values, means, and relative lack of significant Fs at the .05 level when comparisons based on level of participation were made.)

Discussion

Since the present study was conducted using a survey approach, an obvious question may be raised about the validity of the findings and conclusions. There are obvious shortcomings in the method generally and with the present study. Use of survey instruments such as the decision point analysis instrument have weaknesses: generally there is not a 100% return, directions are not understood by each participant in the same manner thereby producing differing meaning in the opinions expressed, designed items may not be equally important to all participants, and instrument validity may be in question, especially if elements are changed to meet the criteria of the research such as was done in the present study (Herriott, 1969). There are, however, some advantages which apply to surveys generally and to the present study. A large number of subjects were contacted economically by sending the instruments to one person who then sent them to the eventual respondents. Some of the items may have evoked more respondent thought without

the time limitations sometimes involved with face-to-face interviews, and since the present survey approach provided that the responses of the person were anononymous, the respondents may have been more candid.

Within the context of the foregoing, it seemed reasonable to believe that generalizing the results to the entire Christian College Coalition is not unreasonable. The returns represented 53% of the subject population, and represented usable returns from some respondents within 59 of the 69 colleges in the Coalition. However, no generalizations can be extended to colleges or universities beyond the Coalition.

For the Coalition, the import of the study is probably in terms of what it might mean for future practice and research. Many Christian colleges pride themselves on decentralization of decisions. Although this may be true in some of the Coalition colleges, there was no evidence from the present study of such practices being widespread. In fact, studies such as those of Cohen and March (1974) and Baldridge (1971b) indicate that there may be wider decision-making involvement of university faculties, especially through the established formal decision making structures, than was found in colleges of the Coalition.

Perhaps the relative lack of decentralization in decision making which appeared to be evident in the findings of the present study may be explained in terms of the level of controversy in the colleges making up the Christian

Coalition in comparison to the controversies in larger more complex institutions. A review of the literature contained in Chapter II leads to the generalization that there is considerable controversy in more complex colleges and universities. However, there is no indication that there is such level of controversy in the colleges making up the Christian Coalition. Perhaps those who choose to associate themselves with a certain institution do so because of their basic commitment to the institution, its ideals, purposes, and programs. Crowley (1980) made the point most succinctly when he noted that "the steadiest fires of controversy involves the proper relationship of professors, presidents, and trustees" (p. 199). Perhaps from Crowley's perspective the proper relationship is not present in the colleges of the Christian Coalition because the steady fires of controversy did not seem to be evident in Christian College Coalition institutions.

Of special interest, because of the abundance of literature on the subject, was the decision-making influence attributed to the trustees by those involved in the present research. The trustees were generally perceived to be responsible for large monetary spending decisions such as building new buildings or changing tuition charges and for major changes in direction as indicated by changes in purpose and bylaws, and they were rather frequently perceived to be influential in some other decisions. However, their participation in decisions represented by the

19 items was fairly limited. In contrast, a review of the lists of responsibilities and duties of trustees offered by the authorities and presented in Chapter II suggested that trustees of small colleges should be involved in practically all of the decisions represented by the 19 items contained on the decision point analysis instrument. Therefore, the findings from the present study are at variance from authoritative opinion about the involvement of trustees. Specifically, even though the trustees are most influential in major financial and policy items, they are not intimately involved in participating in a wide variety of decisions, at least in the colleges of the Christian Coalition.

As the results of the present investigation are viewed in their totality, including the unsolicited remarks offered by the respondents, it becomes fairly evident that for the colleges in the Christian Coalition there is an essential core of administrative personnel who exercise influence broadly in regard to the four decision areas about which data were sought. Specifically, from the point of view of some of the respondents, even though they may have attributed a specific decision item as having been made by the president, the chief academic officer, or some other administrative officer, they often commented that even though these people were the official decision makers and made the decision, it was their perception that a group, which might be known as the administrative council, including representives from the academic, student affairs,

development, and administrative interests of the college
were involved in such decisions.

Closely related was the frequent unsolicited mention
made of respondents about the use of committees in the
colleges of the Christian Coalition. As indicated earlier,
the formal decision-making structures of institutions of
higher learning, particularly large complex colleges and
universities, often include extensive use of committees.
However, a review of the literature related to small
colleges did not suggest the same frequency of committee use
in such institutions. Therefore, one of the unexpected
findings of the present investigation related to the
frequency with which committees were referred to,
particularly as these related to decisions in the student
affairs area. The foregoing suggests that a fruitful area
for future research in regard to colleges of the Christian
Coalition would be the extent to which committees are
utilized within each of the four decision areas studied, and
the relative influence that these committees by their formal
actions may have.

Finally, given the previous point related to the
perception that the trustees are not as heavily involved in
the several activities of the colleges of the Christian
Coalition as the literature would suggest, there is perhaps
the need for further research on the trustees as a single
governing unit. Specifically, there are questions that may
be raised about the characteristics of the trustees of such

institutions, their interests, what do they actually do over
and beyond being involved in making decisions in relation to
purposes, bylaws, and the like. There have been such
studies done on universities and community colleges, but no
broad-based studies have been done in small colleges.

institutions, their interests, what do they actually do over and beyond being involved in making decisions in relation to purposes, bylaws, and the like. There have been such studies done on universities and community colleges, but no broad-based studies have been done in small colleges.

CHRISTIAN COLLEGE COALITION

Anderson College
Anderson, Indiana

Asbury College
Wilmore, Kentucky

Azusa Pacific University
Azusa, California

Barrington College
Barrington, Rhode Island

Bartlesville Wesleyan College
Bartlesville, Oklahoma

Belhaven College
Jackson, Mississippi

Bethany Nazarene College
Bethany, Oklahoma

Bethel College
North Newton, Kansas

Bethel College
St. Paul, Minnesota

Biola University
La Mirada, California

Bryan College
Dayton, Tennessee

Calvin College
Grand Rapids, Michigan

Campbell University
Buies Creek, North Carolina

Campbellsville College
Campbellsville, Kentucky

Central Wesleyan College
Central, South Carolina

Covenant College
Lookout Mountain, Tennessee

Dordt College
Sioux Center, Iowa

Eastern College
St. Davids, Pennsylvania

Eastern Mennonite College
Harrisonburg, Virginia

Eastern Nazarene College
Quincy, Maine

Evangel College
Springfield, Missouri

Fresno Pacific College
Fresno, California

Friends University
Wichita, Kansas

Geneva College
Beaver Falls, Pennsylvania

George Fox College
Newberg, Oregon

Gordon College
Wenham, Maine

Grace College
Winona Lake, Indiana

Grand Canyon College
Phoenix, Arizona

Greenville College
Greenville, Illinois

Grove City College
Grove City, Pennsylvania

Houghton College
Houghton, New York

Huntington College
Huntington, Indiana

John Brown University
Siloam Springs, Arizona

Judson College
Elgin, Illinois

King College
Bristol, Tennessee

The King's College
Briarcliff Manor, New York

Lee College
Cleveland, Tennessee

Los Angeles Baptist College
Newhall, California

Malone College
Canton, Ohio

Marion College
Marion, Indiana

Messiah College
Grantham, Pennsylvania

Mid-America Nazarene College
Olathe, Kansas

Milligan College
Milligan College, Tennessee

Mississippi College
Clinton, Mississippi

North Park College
Chicago, Illinois

Northwest Christian College
Eugene, Oregon

Northwest Nazarene College
Nampa, Idaho

Northwestern College
Orange City, Iowa

Northwestern College
Roseville, Minnesota

Nyack College
Nyack, New York

Olivet Nazarene College
Kankakee, Illinois

Point Loma College
San Diego, California

Roberts Wesleyan College
Rochester, New York

Seattle Pacific University
Seattle, Washington

Simpson College
San Francisco, California

Sioux Falls College
Sioux Falls, South Dakota

Southern California College
Costa Mesa, California

Spring Arbor College
Spring Arbor, Michigan

Sterling College
Sterling, Kansas

Tabor College
Hillsboro, Kansas

Taylor University
Upland, Indiana

Trevecca Nazarene College
Nashville, Tennessee

Trinity Christian College
Palos Heights, Illinois

Trinity College
Deerfield, Illinois

Westmont College
Santa Barbara, California

Wheaton College
Wheaton, Illinois

Whitworth College
Spokane, Washington

APPENDIX B
DECISION POINT ANALYSIS INSTRUMENT

In filling out this instrument you are urged to answer each question as it relates to your present position. The same three questions are asked in each decision item. Below are explanations of the questions about each statement.

A. Who <u>actually</u> makes this decision? Choose the person or persons in your college who is or are primarily responsible for making this decision. Place an X in the appropriate box of the person who is the decision maker. If "other" box is chosen, please specify who makes the decision.

B. What other persons <u>participate</u> in the making of the decision other than the ones already indicated? Place an O in appropriate box(s).

C. What is the nature of <u>your</u> participation in making this decision? Select from among the four choices which best describes your participation in making this decision. Mark the appropriate statement.

==

ACADEMICS

1. The decision to add a new course to the curriculum.

    A. Who actually makes the decision? (Mark with an X.)

    B. Who else participates in making this decision?

    (Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the
   making of this decision? Mark the appropriate
   statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

2. The decision to change the grade of a student.

   A. Who actually makes the decision? (Mark with an X.)

   B. Who else participates in making this decision?

   (Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the
   making of this decision? Mark the appropriate
   statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

3. The decision to hire a new faculty member.

   A. Who actually makes the decision? (Mark with an X.)

   B. Who else participates in making this decision?

   (Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the
   making of this decision? Mark the appropriate
   statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

4. The decision to promote a faculty member in rank.

    A. Who actually makes the decision? (Mark with an X.)

    B. Who else participates in making this decision?

    (Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

    C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision.   ___ No participation.

5. The decision to give a faculty member a raise.

    A. Who actually makes the decision? (Mark with an X.)

    B. Who else participates in making this decision?

    (Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§`	§	§	§

    C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision.   ___ No participation.

STUDENT AFFAIRS

6. The decision to change a financial aid policy.

    A. Who actually makes the decision? (Mark with an X.)

    B. Who else participates in making this decision?

    (Mark with an O.)

		Acad	Bus	Dean	Devlop	Depart			
Trust	Pres	Dean	Offcr	Sdnts	Offcr	Chair	Faculty	Other	
§	§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

7. The decision to change a parietal regulation (such as curfew, dress, resident hall visitation rights).

A. Who actually makes the decision? (Mark with an X.)

B. Who else participates in making this decision? (Mark with an O.)

		Acad	Bus	Dean	Devlop	Depart			
Trust	Pres	Dean	Offcr	Sdnts	Offcr	Chair	Faculty	Other	
§	§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

8. The decision to participate in a new intercollegiate sport.

A. Who actually makes the decision? (Mark with an X.)

B. Who else participates in making this decision? (Mark with an O.)

		Acad	Bus	Dean	Devlop	Depart			
Trust	Pres	Dean	Offcr	Sdnts	Offcr	Chair	Faculty	Other	
§	§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

9. The decision to have a series of religious meetings on campus.

A. Who actually makes the decision? (Mark with an X.)

B. Who else participates in making this decision?

(Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

10. The decision to act on a serious disciplinary measure.

A. Who actually makes the decision? (Mark with an X.)

B. Who else participates in making this decision?

(Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

11. The decision to change an admission policy.

     A. Who actually makes the decision? (Mark with an X.)

     B. Who else participates in making this decision?

     (Mark with an O.)

		Acad	Bus	Dean	Devlop	Depart		
Trust	Pres	Dean	Offcr	Sdnts	Offcr	Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

     C. What is the nature of your participation in the

       making of this decision? Mark the appropriate

       statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

DEVELOPMENT

12. The decision to begin a new fund raising project.

     A. Who actually makes the decision? (Mark with an X.)

     B. Who else participates in making this decision?

     (Mark with an O.)

		Acad	Bus	Dean	Devlop	Depart		
Trust	Pres	Dean	Offcr	Sdnts	Offcr	Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

     C. What is the nature of your participation in the

       making of this decision? Mark the appropriate

       statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

13. The decision to build a new building.

    A. Who actually makes the decision? (Mark with an X.)

    B. Who else participates in making this decision?

    (Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

    C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

14. The decision to place money in a certain investment.

    A. Who actually makes the decision? (Mark with an X.)

    B. Who else participates in making this decision?

    (Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

    C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

ADMINISTRATION

15. The decision to add or make a long range plan for the college.

    A. Who actually makes the decision? (Mark with an X.)

B. Who else participates in making this decision?

(Mark with an O.)

		Acad	Bus	Dean	Devlop	Depart		
Trust	Pres	Dean	Offcr	Sdnts	Offcr	Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.　　　___ I provide information.

___ I recommend the decision.　___ No participation.

16. The decision to raise the tuition fees.

A. Who actually makes the decision?　(Mark with an X.)

B. Who else participates in making this decision?

(Mark with an O.)

		Acad	Bus	Dean	Devlop	Depart		
Trust	Pres	Dean	Offcr	Sdnts	Offcr	Chair	Faculty	Other
§	§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.　　　___ I provide information.

___ I recommend the decision.　___ No participation.

17. The decision to fill a vacancy in the administration (not the president).

A. Who actually makes the decision?　(Mark with an X.)

B. Who else participates in making this decision?

(Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§

    C.   What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

18. The decision to change the purpose or mission statement of the college.

    A. Who actually makes the decision? (Mark with an X.)

    B. Who else participates in making this decision?

       (Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§

    C.   What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

19. The decision to change the bylaws of the institution.

    A. Who actually makes the decision? (Mark with an X.)

    B. Who else participates in making this decision?

       (Mark with an O.)

Trust	Pres	Acad Dean	Bus Offcr	Dean Sdnts	Devlop Offcr	Depart Chair	Faculty	Other
§	§	§	§	§	§	§	§	§

C. What is the nature of your participation in the making of this decision? Mark the appropriate statement.

___ I make the decision.   ___ I provide information.

___ I recommend the decision. ___ No participation.

Your present position at the college is_____.

Comments

APPENDIX C
NUMBER OF "MAKE DECISION" AND
"PARTICIPATES IN MAKING DECISION" RESPONSES
BY ITEM AND RESPONDENTS

1. To add a course to the curriculum.

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
						Respondents					
Trustee	(make)	1	0	1	0	1	2	0	1	0	6
	(partic)	5	2	1	1	2	2	1	0	1	15
President	(make)	7	0	1	3	0	2	1	0	0	14
	(partic)	8	9	4	12	11	15	2	5	1	67
Acad Dean	(make)	14	12	6	25	17	18	11	7	1	111
	(partic)	8	18	30	11	21	15	20	20	1	144
Bus Officer	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	2	1	0	4	1	3	0	0	0	11
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	1	0	2	3	4	4	0	0	0	14
Devel Offcr	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	1	0	2	2	1	2	0	0	0	8
Chairperson	(make)	0	3	2	1	3	1	6	2	0	18
	(partic)	13	19	32	24	24	26	25	24	3	190
Faculty	(make)	1	18	25	7	17	10	18	20	0	116
	(partic)	10	15	9	20	18	20	14	11	2	119
Other	(make)	0	1	6	1	3	2	6	3	1	23
	(partic)	3	6	4	0	5	0	11	5	0	34
Totals	(make)	23	34	41	37	41	35	42	33	2	288
	(partic)	51	70	84	77	87	87	73	65	8	602

2. To change the grade of a student.

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chairperson	Faculty	Other	Totals
										Respondents	
Trustee	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	0	0	0	0	0	0	0	0	0	0
President	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	0	0	0	2	0	1	1	1	0	5
Acad Dean	(make)	7	5	8	12	7	9	7	2	0	57
	(partic)	4	17	15	10	16	13	13	12	3	103
Bus Officer	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	0	0	0	0	0	0	0	0	0	0
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	0	0	0	0	6	2	1	0	0	9
Devel Offcr	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	0	0	0	0	0	0	0	0	0	0
Chairperson	(make)	2	0	1	3	0	0	1	0	0	7
	(partic)	10	11	9	9	11	11	11	4	1	77
Faculty	(make)	14	26	30	17	31	24	33	30	2	207
	(partic)	7	4	4	10	5	5	9	0	0	44
Other	(make)	0	3	0	0	3	0	1	1	0	8
	(partic)	0	4	4	1	6	2	4	3	0	24
Totals	(make)	23	34	39	32	41	33	42	33	2	279
	(partic)	21	36	32	32	44	34	39	20	4	262

3. To hire a new faculty member.

							Respondents					
Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Trustee	(make)	5	9	10	7	3	6	7	6	0	53
	(partic)	10	3	4	6	11	7	7	9	0	57
President	(make)	7	17	23	17	11	12	17	15	2	121
	(partic)	13	20	19	19	20	18	16	13	0	138
Acad Dean	(make)	11	7	7	10	26	18	15	11	0	105
	(partic)	12	26	33	27	15	16	24	18	2	173
Bus Officer	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	2	1	3	7	3	3	1	1	1	22
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	3	0	4	4	7	2	1	3	1	25
Devel Offcr	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	1	0	2	2	2	2	0	2	1	12
Chairperson	(make)	0	1	0	2	1	0	0	0	0	4
	(partic)	15	30	34	31	34	25	35	24	1	229
Faculty	(make)	0	0	0	0	0	0	0	1	0	3
	(partic)	7	23	23	14	21	9	22	21	1	141
Other	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	0	5	4	2	1	1	4	4	0	21
Totals	(make)	23	34	40	36	41	36	41	33	2	286
	(partic)	63	108	126	112	114	83	110	95	7	818

4. To promote a faculty member in rank

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Trustee	(make)	7	11	13	12	4	8	8	8	0	71
	(partic)	6	3	6	7	4	9	5	9	0	49
President	(make)	4	10	12	9	9	9	11	10	1	75
	(partic)	17	19	23	18	13	20	16	12	0	138
Acad Dean	(make)	12	10	6	13	19	11	13	6	0	90
	(partic)	11	24	32	20	20	23	25	22	2	179
Bus Officer	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	2	0	1	3	2	2	2	1	0	13
Dean Stdnts	(make)	0	0	1	0	0	0	1	0	0	2
	(partic)	1	1	2	3	2	1	1	1	0	12
Devel Offcr	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	1	0	1	2	1	1	0	1	1	7
Chairperson	(make)	0	0	0	0	1	1	0	0	0	2
	(partic)	16	22	29	23	24	21	23	20	1	179
Faculty	(make)	0	1	5	0	2	6	5	4	0	23
	(partic)	6	19	14	14	13	5	10	13	1	95
Other	(make)	0	2	3	1	5	0	2	3	1	17
	(partic)	2	6	8	2	6	2	10	3	1	40
Totals	(make)	23	34	40	35	40	35	40	31	2	280
	(partic)	62	94	116	92	85	84	92	82	5	712

Respondents

5. To give a faculty member a raise.

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Trustee	(make)	9	13	17	8	9	9	17	8	1	91
	(partic)	9	5	7	7	8	8	7	8	0	59
President	(make)	10	11	18	12	12	15	11	11	1	101
	(partic)	11	23	21	18	18	14	23	12	0	140
Acad Dean	(make)	3	9	3	16	16	11	12	8	0	78
	(partic)	17	20	30	20	20	17	24	16	1	165
Bus Officer	(make)	0	0	0	0	1	0	1	0	0	2
	(partic)	13	14	13	18	14	13	9	8	0	102
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	1	5	6	4	7	6	2	1	0	32
Devel Offcr	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	1	3	5	3	5	7	3	2	0	29
Chairperson	(make)	0	0	0	0	0	1	0	1	0	2
	(partic)	8	10	11	16	13	11	8	9	0	86
Faculty	(make)	0	0	0	0	0	0	0	1	0	1
	(partic)	2	8	3	6	6	4	6	4	0	39
Other	(make)	0	1	2	0	2	1	1	2	0	9
	(partic)	0	4	3	2	6	3	4	1	0	23
Totals	(make)	22	34	40	36	40	37	42	31	2	284
	(partic)	62	92	99	94	97	83	86	61	1	675

Respondents

6. To change a financial aid policy.

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
						Respondents					
Trustee	(make)	7	6	1	2	5	3	6	7	0	37
	(partic)	2	2	5	3	3	5	6	2	0	28
President	(make)	6	16	20	15	11	16	8	6	1	99
	(partic)	13	17	7	11	18	15	17	15	0	113
Acad Dean	(make)	0	2	0	1	0	0	4	1	0	8
	(partic)	10	15	23	19	22	20	20	13	1	143
Bus Officer	(make)	4	2	4	6	7	5	6	4	1	39
	(partic)	13	25	21	23	23	16	23	15	1	160
Dean Stdnts	(make)	3	4	2	5	4	4	4	1	0	27
	(partic)	7	13	17	16	23	13	15	17	1	122
Devel Offcr	(make)	0	0	0	1	0	0	2	1	0	4
	(partic)	5	9	14	13	12	14	5	9	1	82
Chairperson	(make)	0	0	0	1	0	0	0	0	0	1
	(partic)	1	0	2	0	0	3	4	2	0	12
Faculty	(make)	0	0	0	0	1	2	2	3	0	8
	(partic)	0	2	4	2	1	2	5	4	0	20
Other	(make)	3	4	11	4	13	6	7	7	0	55
	(partic)	2	13	12	13	12	10	3	4	0	69
Totals	(make)	23	34	38	35	41	36	39	30	2	278
	(partic)	53	96	105	100	114	98	98	81	4	749

7. To change a parietal regulation.

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
						Respondents					
Trustee	(make)	0	5	2	4	3	3	2	3	0	22
	(partic)	8	4	2	3	5	5	12	5	1	45
President	(make)	13	10	14	7	9	13	11	9	1	87
	(partic)	7	21	16	20	20	15	19	13	1	132
Acad Dean	(make)	0	0	1	1	0	0	1	1	0	4
	(partic)	4	11	17	13	9	13	13	9	1	90
Bus Officer	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	2	6	9	12	6	6	5	4	1	51
Dean Stdnts	(make)	9	17	17	23	22	19	21	16	1	145
	(partic)	13	15	19	13	18	16	17	13	1	125
Devel Offcr	(make)	0	0	0	0	0	0	1	0	0	1
	(partic)	2	5	9	10	5	7	2	3	1	44
Chairperson	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	0	1	3	0	1	1	3	0	0	9
Faculty	(make)	0	0	0	0	2	1	2	0	0	5
	(partic)	2	4	7	2	7	4	7	6	0	39
Other	(make)	1	2	4	1	4	1	1	3	0	17
	(partic)	2	13	7	6	20	8	8	9	0	73
Totals	(make)	23	34	38	36	40	37	39	32	2	281
	(partic)	40	80	89	79	91	75	86	62	6	608

8. To participate in a new intercollegiate sport.

Position Incumbent/Unit		Respondents									
		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Trustee	(make)	7	11	4	5	7	8	2	7	0	51
	(partic)	4	1	2	2	4	6	8	4	0	31
President	(make)	12	10	17	17	18	13	15	5	1	108
	(partic)	9	16	15	13	13	17	12	11	0	106
Acad Dean	(make)	1	5	5	4	2	4	6	2	0	29
	(partic)	10	17	20	22	20	18	15	8	1	131
Bus Officer	(make)	0	0	0	0	0	1	0	1	0	2
	(partic)	8	13	15	23	16	17	10	3	2	107
Dean Stdnts	(make)	1	2	3	3	3	4	2	1	0	19
	(partic)	9	17	16	18	20	14	13	10	1	118
Devel Offcr	(make)	0	0	2	0	0	1	1	0	0	4
	(partic)	6	6	10	15	13	12	3	3	1	69
Chairperson	(make)	1	1	1	2	3	0	2	2	0	12
	(partic)	5	6	7	5	8	12	6	5	0	54
Faculty	(make)	0	2	1	1	1	4	6	0	0	15
	(partic)	8	13	11	7	9	5	12	10	1	76
Other	(make)	1	2	5	4	7	2	5	7	1	34
	(partic)	1	16	10	8	14	8	10	6	0	73
Totals	(make)	23	33	38	36	41	37	39	25	2	274
	(partic)	60	105	106	113	117	109	89	60	6	765

9. To have a series of religious meetings on campus.

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
						Respondents					
Trustee	(make)	0	0	1	0	0	0	0	1	0	2
	(partic)	2	0	1	1	0	3	4	1	0	12
President	(make)	16	12	20	22	14	24	18	15	1	142
	(partic)										
Acad Dean	(make)	1	5	5	4	2	4	6	2	0	29
	(partic)	10	17	20	22	20	18	15	8	1	131
Bus Officer	(make)	0	0	0	0	0	1	0	1	0	2
	(partic)	8	13	15	23	16	17	10	3	2	107
Dean Stdnts	(make)	1	2	3	3	3	4	2	1	0	19
	(partic)	9	17	16	18	20	14	13	10	1	118
Devel Offcr	(make)	0	0	2	0	0	1	1	0	0	4
	(partic)	6	6	10	15	13	12	3	3	1	69
Chairperson	(make)	1	1	1	2	3	0	2	2	0	12
	(partic)	5	6	7	5	8	12	6	5	0	54
Faculty	(make)	0	2	1	1	1	4	6	0	0	15
	(partic)	8	13	11	7	9	5	12	10	1	76
Other	(make)	1	2	5	4	7	2	5	7	1	34
	(partic)	1	16	10	8	14	8	10	6	0	73
Totals	(make)	23	33	38	36	41	37	39	25	2	274
	(partic)	60	105	106	113	117	109	89	60	6	765

10. To act on a serious disciplinary measure.

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Trustee	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	0	0	1	0	0	0	1	1	0	3
President	(make)	7	2	9	12	4	12	6	9	0	61
	(partic)	12	18	13	20	13	18	16	8	0	118
Acad Dean	(make)	1	0	1	0	0	1	0	0	0	3
	(partic)	5	8	10	11	6	11	8	11	0	70
Bus Officer	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	2	0	3	4	3	4	2	1	0	19
Dean Stdnts	(make)	15	31	26	24	32	21	30	19	2	200
	(partic)	7	4	12	11	7	14	12	11	0	78
Devel Offcr	(make)	0	0	0	0	0	0	1	0	0	1
	(partic)	2	0	3	2	3	5	0	1	0	16
Chairperson	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	3	0	1	1	0	0	1	3	0	9
Faculty	(make)	0	0	0	0	1	0	0	0	0	1
	(partic)	3	6	7	3	8	3	9	13	2	54
Other	(make)	0	1	2	0	4	2	4	4	0	17
	(partic)	4	11	13	9	20	10	15	9	0	91
Totals	(make)	23	34	38	36	41	36	41	32	2	283
	(partic)	38	47	63	61	60	65	64	58	2	458

Respondents

11. To change an admission policy.

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Respondents											
Trustee	(make)	5	6	3	3	4	8	2	5	0	36
	(partic)	3	5	1	2	7	3	6	3	0	30
President	(make)	10	9	7	18	15	12	11	7	1	90
	(partic)	11	18	14	12	18	17	16	14	0	120
Acad Dean	(make)	7	5	7	7	3	7	13	6	1	56
	(partic)	14	24	22	23	30	24	21	15	1	174
Bus Officer	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	7	9	7	13	15	9	5	1	1	67
Dean Stdnts	(make)	0	2	1	0	1	3	2	0	0	9
	(partic)	10	18	16	24	19	13	12	13	1	126
Devel Offcr	(make)	0	1	0	0	0	1	1	1	0	4
	(partic)	5	10	9	14	16	10	5	3	1	73
Chairperson	(make)	0	0	0	2	1	0	1	0	0	4
	(partic)	9	3	2	5	4	5	5	4	0	37
Faculty	(make)	0	4	12	0	5	4	4	5	0	34
	(partic)	7	10	9	17	16	6	22	11	0	98
Other	(make)	1	7	7	3	12	2	7	8	0	47
	(partic)	5	11	9	10	18	10	11	5	1	80
Totals	(make)	23	34	37	33	41	36	41	32	2	280
	(partic)	71	108	89	120	143	97	103	69	5	805

12. To begin a new fund raising project.

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
						Respondents					
Trustee	(make)	11	15	16	15	7	4	21	15	0	104
	(partic)	8	9	4	7	16	5	9	7	0	65
President	(make)	11	13	18	14	23	21	12	10	1	123
	(partic)	12	21	20	20	17	16	24	21	1	152
Acad Dean	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	6	9	11	11	10	9	8	3	0	67
Bus Officer	(make)	0	0	0	0	1	0	0	0	0	1
	(partic)	13	14	20	21	18	9	18	15	0	128
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	3	6	8	10	8	4	2	3	0	44
Devel Offcr	(make)	1	6	3	5	9	12	7	7	1	51
	(partic)	16	27	26	27	29	20	28	16	1	190
Chairperson	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	1	1	1	2	0	1	0	1	0	7
Faculty	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	1	3	1	1	2	0	3	2	0	13
Other	(make)	0	0	1	0	0	1	0	0	0	2
	(partic)	2	7	5	2	2	7	5	3	0	33
Totals	(make)	23	34	38	34	40	38	40	32	2	281
	(partic)	62	97	96	101	102	71	97	71	2	699

13. To build a new building.

Position: Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
					Respondents						
Trustee	(make)	20	29	36	28	32	32	34	24	0	235
	(partic)	2	5	1	4	9	6	5	6	1	39
President	(make)	2	5	2	7	8	6	5	7	2	44
	(partic)	20	29	35	29	29	30	35	22	0	229
Acad Dean	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	10	24	28	22	25	18	18	12	1	158
Bus Officer	(make)	0	0	0	0	0	0	1	0	0	1
	(partic)	15	26	26	29	30	25	26	19	1	197
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	7	17	20	20	20	16	6	8	1	115
Devel Offcr	(make)	0	0	0	0	0	0	1	0	0	1
	(partic)	14	26	27	25	28	22	21	17	2	192
Chairperson	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	6	3	7	1	5	6	3	5	1	37
Faculty	(make)	0	0	0	0	0	0	0	1	0	1
	(partic)	7	13	10	5	10	9	5	5	1	65
Other	(make)	0	0	0	0	0	0	0	1	0	1
	(partic)	2	10	8	5	6	7	4	5	1	65
Totals	(make)	22	34	38	35	40	38	41	33	2	283
	(partic)	83	153	162	140	162	149	123	99	9	1,080

14. To place money in a certain investment.

				Academic	Business	Dean	Develop	Chair-			
Position Incumbent/Unit		Trust	Pres	Dean	Officer	Students	Officer	person	Faculty	Other	Totals
Trustee	(make)	5	10	13	9	8	11	12	12	0	80
	(partic)	6	9	7	8	9	8	13	6	0	66
President	(make)	2	6	6	2	10	6	7	7	0	46
	(partic)	11	21	22	17	18	22	24	16	1	152
Acad Dean	(make)	0	0	0	1	0	0	0	0	0	1
	(partic)	2	2	1	1	3	2	6	2	0	19
Bus Officer	(make)	12	13	15	21	17	20	14	8	2	122
	(partic)	9	18	17	10	16	13	17	13	0	113
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	1	1	0	2	2	2	2	1	0	11
Devel Offcr	(make)	0	0	2	0	5	0	4	2	0	13
	(partic)	5	8	5	3	11	16	11	6	0	65
Chairperson	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	0	0	0	0	0	1	1	0	0	2
Faculty	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	0	0	0	0	0	0	0	0	0	0
Other	(make)	3	4	1	2	0	1	0	2	0	13
	(partic)	5	6	3	4	3	5	1	1	0	28
Totals	(make)	22	33	37	35	40	38	37	31	2	275
	(partic)	39	65	55	45	62	69	75	45	1	456

Respondents

15. To add or make a long range plan for the college.

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Trustee	(make)	14	15	12	13	6	9	16	14	0	99
	(partic)	6	14	12	15	17	12	15	11	1	103
President	(make)	8	19	21	24	27	27	21	14	2	163
	(partic)	14	14	16	14	12	9	18	17	0	114
Acad Dean	(make)	0	0	2	1	0	0	1	2	0	6
	(partic)	19	30	31	33	34	25	29	18	1	220
Bus Officer	(make)	0	0	0	0	1	0	0	0	0	1
	(partic)	15	27	27	34	30	25	19	14	1	192
Dean Stdnts	(make)	0	0	0	0	1	0	0	0	0	1
	(partic)	9	24	28	32	30	22	17	10	1	173
Devel Offcr	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	16	25	33	32	19	18	2	200	0	
Chairperson	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	8	14	16	9	12	5	12	9	1	86
Faculty	(make)	0	0	0	0	0	0	0	1	0	1
	(partic)	9	17	20	16	15	7	17	13	1	115
Other	(make)	0	0	3	0	4	1	1	2	0	11
	(partic)	2	9	8	8	9	11	8	4	1	60
Totals	(make)	22	34	38	38	39	37	39	33	2	282
	(partic)	98	174	185	194	191	144	154	114	9	1,263

Respondents

16. To raise the tuition fees.

Respondents

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Trustee	(make)	16	26	29	25	25	25	28	21	1	196
	(partic)	4	7	5	6	7	7	10	.10	0	56
President	(make)	3	7	7	9	13	10	10	10	1	70
	(partic)	17	28	29	30	26	24	29	20	1	204
Acad Dean	(make)	1	0	0	0	0	0	0	0	0	1
	(partic)	15	27	27	27	34	25	26	18	1	200
Bus Officer	(make)	1	0	2	3	1	3	4	1	0	15
	(partic)	19	32	29	31	32	30	31	25	2	231
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	10	24	22	24	28	22	12	11	1	154
Devel Offcr	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	9	20	21	22	26	23	10	7	1	139
Chairperson	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	3	2	2	2	3	3	0	0	0	15
Faculty	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	4	5	1	1	3	1	3	3	0	21
Other	(make)	0	1	0	1	1	0	0	1	0	4
	(partic)	2	7	6	5	8	8	4	3	0	43
Totals	(make)	21	34	38	38	40	38	42	33	2	286
	(partic)	83	152	142	148	167	143	125	97	6	1,063

17. To fill a vacancy in the administration (not the presidency).

Respondents

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Trustee	(make)	5	12	11	5	14	5	16	12	1	81
	(partic)	10	9	11	14	10	10	17	13	0	94
President	(make)	17	22	26	30	23	29	24	20	0	191
	(partic)	5	12	12	6	16	6	13	12	3	85
Acad Dean	(make)	0	0	1	0	1	0	0	0	1	3
	(partic)	8	20	15	20	20	14	11	14	0	122
Bus Officer	(make)	0	0	0	1	0	0	0	0	0	1
	(partic)	4	17	13	22	17	14	9	9	1	106
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	2	15	13	18	15	13	4	10	0	90
Devel Offcr	(make)	0	0	0	0	0	1	0	0	0	1
	(partic)	3	13	11	14	14	15	5	7	0	82
Chairperson	(make)	0	0	0	0	0	1	0	0	0	1
	(partic)	1	4	2	2	3	4	2	4	1	23
Faculty	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	1	4	6	1	6	1	6	6	0	31
Other	(make)	0	0	0	1	1	1	0	0	0	3
	(partic)	5	7	5	3	10	7	4	2	0	43
Totals	(make)	22	34	38	37	39	37	40	32	2	281
	(partic)	39	101	88	100	111	84	71	77	5	676

18. To change the purpose or mission statement of the college.

		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Position Incumbent/Unit						Respondents					
Trustee	(make)	20	29	31	28	31	31	32	22	2	226
	(partic)	2	4	2	8	6	4	6	6	0	38
President	(make)	2	3	3	9	7	4	5	5	0	38
	(partic)	19	30	32	28	32	31	34	22	2	230
Acad Dean	(make)	0	0	1	0	0	1	1	1	0	4
	(partic)	17	26	30	30	31	25	27	16	1	203
Bus Officer	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	8	20	18	26	26	24	11	8	1	142
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	10	22	24	28	28	23	15	10	1	161
Devel Offcr	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	12	20	20	25	25	25	10	8	1	146
Chairperson	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	7	11	11	9	18	11	12	8	1	88
Faculty	(make)	0	1	1	0	0	2	3	4	0	11
	(partic)	11	22	22	13	19	15	19	14	1	136
Other	(make)	0	1	0	0	2	0	0	1	0	4
	(partic)	4	8	12	8	9	11	5	3	0	60
Totals	(make)	22	34	36	37	40	38	41	33	2	283
	(partic)	90	163	171	175	194	169	139	95	8	1,204

19. To change the bylaws of the institution.

Respondents

Position Incumbent/Unit		Trust	Pres	Academic Dean	Business Officer	Dean Students	Develop Officer	Chair-person	Faculty	Other	Totals
Trustee	(make)	22	32	33	35	37	36	30	29	1	255
	(partic)	1	2	2	2	2	1	9	2	0	21
President	(make)	0	1	0	1	3	1	5	1	0	12
	(partic)	22	33	32	37	34	33	32	25	1	249
Acad Dean	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	9	12	15	14	25	17	19	17	1	129
Bus Officer	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	6	9	11	17	20	15	9	7	1	95
Dean Stdnts	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	4	8	10	12	18	12	10	8	1	83
Devel Offcr	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	5	7	10	9	21	14	6	7	1	80
Chairperson	(make)	0	0	0	0	0	0	0	0	0	0
	(partic)	2	2	3	1	6	1	4	5	0	24
Faculty	(make)	0	0	1	0	0	0	2	2	0	5
	(partic)	2	5	5	3	9	4	10	7	0	45
Other	(make)	1	1	1	1	0	0	2	1	0	7
	(partic)	2	5	4	1	5	5	4	4	0	30
Totals	(make)	23	34	35	37	40	37	39	33	1	279
	(partic)	53	83	92	96	140	102	103	82	5	756

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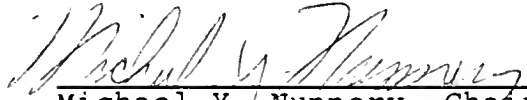Pierson, G. E. (1952). Yale college, an educational history, 1871-1921. New Haven, CT: Yale University Press.

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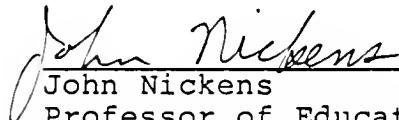
BIOGRAPHICAL SKETCH

Wesley Lee Rouse was born on March 29, 1936, in Canton, Ohio. In 1954, upon graduation from Anderson High School in Anderson, Indiana, Mr. Rouse joined the United States Air Force where he served as base photographer at Lincoln Air Force Base in Nebraska. Upon completion of active duty he moved to Coral Gables, Florida, and matriculated at the University of Miami where he received his Bachelor of Arts degree in biology in 1962 and his Master of Arts in biology in 1971. He worked as a Research Associate in biological and oceanographic research from 1962 to 1971 for the University of Miami. In 1971 he moved to Lake Wales, Florida, to teach biology in a newly established institution, Warner Southern College. Along with teaching duties he was appointed Dean of Students and in 1982 became Vice President for Student Affairs. In 1976 he entered the College of Education at the University of Florida to pursue the Doctor of Philosophy degree with a major in educational administration.

Mr. Rouse is married to the former Rebecca Minix of Sweetwater, Texas, and has a son, Jay, and a daughter, Joy.
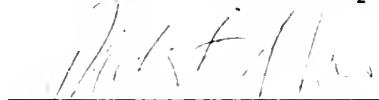
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Professor of Educational
Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

John Nickens
Professor of Educational
Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

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This dissertation was submitted to the Graduate Faculty of the Department of Educational Administration and Supervision in the College of Education and to the Graduate School, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December, 1983

Dean for Graduate Studies
and Research